



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 03/13/2018
Time: 08:30 AM
Location: 329
Committee: House Health and Human Services

Department: Education

Person Testifying: Dr. Christina M. Kishimoto, Superintendent of Education

Title of Bill: SB 2925, SD1 RELATING TO THE PRACTICE OF BEHAVIOR ANALYSIS.

Purpose of Bill: Clarifies the licensing exemptions for certain individuals under certain conditions who provide behavior analysis services. Requires the Department of Education to create and implement a plan to provide Medicaid billable applied behavior analysis services to all students diagnosed with autism spectrum disorder within the Department. Establishes reporting requirements. (SD1)

Department's Position:

The Department of Education (Department) supports SB 2925 SD1 with recommendations. This measure attempts to provide clarity regarding licensure requirements for educators engaged in the practice of behavior analysis in the school setting.

Providing explicit language that differentiates between behavior analysis practices and an applied behavior analysis (ABA) program allows schools to more effectively determine who in our schools require additional licensing. Language currently used in Chapter 465D prohibits individuals from engaging in the practice of behavior analysis without a valid license. This language can be interpreted to include many educational and behavioral interventions that have been established as evidence-based practices and commonly used in the school setting for all students.

The Department's effort to provide students with ABA in a school setting is a work in progress. The Department is committed to continuing our discussions with the Hawaii State Teachers Association, Hawaii Government Employees Association, parents and other stakeholders about ABA as we must accomplish this work together. Students are our top priority and all parties are committed to finding common ground to improve our responsiveness to Hawaii's families.

The Department is committed to providing students exhibiting extreme behaviors and in need of ABA with a licensed behavior analyst (LBA) and a Registered Behavior Technician (RBT) as part

of their educational team.

Challenges with Chapter 465D and HB2271 HD2

- HB2271 HD2 has expanded the scope of the practice of behavior analysis, to include all students when addressing behaviors. Teachers, school counselors, and other educators, not licensed as a behavior analyst, are limited from effectively managing and supporting student learning in a school setting. With these revisions, teachers would not be allowed to teach and manage the day-to-day behaviors exhibited by all children in a classroom setting without the supervision of a LBA. For example, a Kindergarten teacher establishing behaviors for sitting in a “morning circle” would be required to be a LBA or a RBT supervised by a LBA. Until teachers can earn behavior analysis credentials, the Department would need to contract with licensed individuals. This requirement would be fiscally impractical and union issues would need to be resolved through collective bargaining and remedies within the contract. In addition, limiting a teacher’s ability to address behaviors as they occur in their classroom is poor teaching practice and ultimately harmful to the well being of the students.

- The expanded scope of the practice of behavior analysis restricts the supervision of direct support workers (e.g., educational assistants [EA]) exclusively to LBAs. The Department would need to procure contractors to provide supervision for direct support workers in classrooms. This action cripples the educational oversight of licensed educators in the school setting from leading and directing paraprofessionals to implement educational and behavioral strategies. For example, an EA redirecting a student during a reading lesson could not be supervised by the classroom teacher unless that teacher is licensed as a LBA.

- The Department allocates 2112 special education EA positions. With the expanded scope of behavior analysis, all EAs would need to become RBTs. The union would need to be consulted to address the minimum qualifications of an EA in the contract. As of February, 2018, there are 602 RBTs in the state, working mostly with health insurance providers. With the limited number of RBTs to contract in the state, out-of-state contracts would be required, which would significantly increase costs.

- The requirement of a direct support worker to possess the RBT credential (only issued by the Behavior Analyst Certification Board [BACB]) excludes other nationally credentialed behavior technicians (by other certifying agencies) from implementing ABA programs in our state. This exclusive right to BACB certified professionals narrows the field of qualified individuals available for hire.

- Under the current licensure requirement, LBAs design and supervise RBTs to implement behavior analysis interventions. This could result in any other licensed professional, designing and/or supervising an EA, being issued a daily fine of not more than \$1000 from the Department of Commerce and Consumer Affairs (DCCA). This threat of such a sanction would cause extreme stress amongst Department staff, trigger union grievances and possibly cause actions with the Labor Relations Board.

- With the expanded scope of practice of behavior analysis, a review of minimum requirements of approximately 800 Department employees (e.g., school-based behavioral health [SBBH] employees), would result in displacing, reassigning and/or requiring employees to seek additional licensing. These employees serve approximately 10,000 students, 4,545 of whom have IEPs. The Department would need additional funding to procure licensed contractors to provide services to students.

Current Status

As of February 1, 2018, 1909 students with Autism Spectrum Disorder (ASD) are enrolled in

Hawaii public schools. Three hundred thirty-five (335) of the total 1909 ASD students, or 17.5 percent, have Individualized Education Programs (IEPs) that include ABA services. All 335 of those students are receiving an ABA program. An additional 240 students who are non-ASD also receive ABA services per their IEP to support their learning.

SBBH provides mental and behavioral health counseling and intervention services supporting all students. These services are provided in the framework of a Positive Behavior Intervention System or IEP service. The Department believes SB 2925 SD1 is not intended to replace the services and expertise of the SBBH employees, who serve a vital role in the school-based behavioral health continuum of services that serve students with behavioral and emotional needs.

Under the Individuals with Disabilities Education Act (IDEA) and Hawaii Administrative Rules (HAR) Chapter 60, schools must follow the procedures to determine eligibility and the provision of services for students in need of special education. Educational services differ from medical services and a medical diagnosis does not automatically qualify a student for special education services.

A multidisciplinary team including professionals and parents, must work collaboratively using a variety of assessments to determine: a) presence of a disability; b) adverse effect of the disability on the child’s performance in educational settings; c) need for special education and related services (HAR Chapter 60 §8-60-38 Determination of eligibility).

Building Internal Capacity

The Department recognizes the need for ABA services to be designed by LBAs and implemented by RBTs for students in need of an ABA program. The Department needs additional time to continue building its internal capacity of licensed LBA and RBTs who provide evidence-based interventions as part of an ABA program. This measure affords the Department sufficient time to develop capacity of existing personnel. The Department estimates 38 LBAs and 575 RBTs will be needed based on 575 total students who are receiving ABA services. The Department anticipates the number of students receiving ABA services will increase. This increase will require additional LBAs and RBTs to meet the student’s service needs.

The BACB professional competencies for both BCBAs and RBTs are rigorous and demanding and includes both coursework and field performance. While the Department has increased the number of BACB credentialed employees (see table below), it is expected that it will take at least an additional 3 years to reach full capacity.

To support employees becoming LBAs and RBTs, the Department is currently assessing the anticipated needs of the program to appropriately compensate fully trained and certified staff at various levels. The scope of RBT and LBA duties falls under several bargaining units (BUs), so there may be structural differences among the final plans for each BU, as determined by a complete review of the proposed job duties and minimum requirements.

The table below provides current and near future capacity of LBAs and RBTs who are credentialed or in a training program.

HIDOE BACB (Behavior Analyst Certification Board) Credentialed Personnel				
District/ Complex		# of Individuals in a BCBA* Training		# of Individuals in a RBT Training

Area	# of LBAs	Program	# of RBTs	Program
Honolulu District	1	0	0	10
Central District	1	4	1	21
Leeward District	0	15	0	44
Windward District	4	8	5	29
Hawaii District	0	4	0	30
Maui District	5	7	2	3
Kauai District	1	0	0	5
STATE	3	1	1	3
Total	15	39	9	145

*BCBA – Board Certified Behavior Analyst

Costs

The cost of obtaining a Board Certified Behavior Analyst (BCBA) certification for LBAs has been estimated at \$20,000 per individual. This includes both the graduate level coursework and required hours of supervision. RBT certification runs about \$1,100 per individual and comprises both didactic and performance training. It should be noted that a RBT must be supervised by a LBA in order to retain their credential. The cost is approximately \$12,600 annually per RBT. This measure proposes to clarify the scope of ABA service delivery to students with extreme behaviors who require ABA services to progress and/or gain new skills or replacement behaviors. Based on SB 2925 SD1, the Department anticipates initial program implementation costs to be approximately \$2.0M with additional post-implementation costs to sustain internal capacity. Additional funding would be needed by the Department to procure licensed contractors to provide services to students.

Recommended Amendments

The Department respectfully offers the following amendments for consideration:

(page 6 (9) - line 4) - Strike *treatment* from the phrase "autism ~~treatment~~ services", so it reads "...who provides autism services..."

(page 8, Section 3 (a)(4) - line 1) - Strike "*A licensed classroom teacher, or...*" Begin sentence with "*Someone*" and add language, so it reads " ~~A licensed classroom teacher, or~~ Someone who is working as a classroom teacher and is enrolled in a teacher preparation program working toward licensure, in a school setting who implements and does not design behavior analysis services in direct collaboration with a professional licensed to practice behavior analysis in the State; or a licensed special education teacher who, in a school setting, implements and designs behavior analysis services."

(page 12 (c) (1) - line 3) Strike "diagnosed" from sentence and replace with "IDEA eligible"; so it reads, "The number of students ~~diagnosed~~ IDEA eligible with autism spectrum disorder.

(page 12 (c) (2) - line 5-6) Strike in its entirety "(2) The number of students with autism spectrum disorder as part of their individualized education plan."

Closing

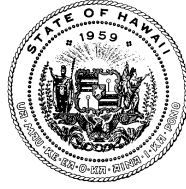
The Felix Consent Decree and Luke's Law have both served to ensure the Department provides a menu of services delivered by school-based behavior health specialists and licensed and credentialed professionals to best meet the needs of students.

The Department recognizes the practice of behavior analysis in the school setting for all students is valuable. However, licensure requirements for the Department should be limited to practitioners designing and implementing an ABA program for students who exhibit extreme behaviors and for whom less intensive interventions were unsuccessful.

Students exhibiting extreme behaviors and in need of ABA will have a LBA and RBT, as part of their educational team.

Thank you for the opportunity to provide testimony on SB 2925 SD1.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at www.hawaiipublicschools.org.



STATE OF HAWAII
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Testimony in SUPPORT of SB2925 SD1
RELATING TO THE PRACTICE OF BEHAVIOR ANALYSIS

JOHN M. MIZUNO, CHAIR
HOUSE COMMITTEE ON HEALTH & HUMAN SERVICES

Hearing Date: March 13, 2018

Room Number: 329

1 **Fiscal Implications:** NONE

2 **Department Testimony:**

3 The Department of Health (DOH) strongly supports SB2496 SD1 RELATING TO
4 BEHAVIOR ANALYSIS. The DOH-Developmental Disabilities Division (DDD) operates
5 Hawaii's §1915(c) Medicaid Intellectual and Developmental Disabilities (I/DD) Home and
6 Community-Based Services Waiver on behalf of the Department of Human Services,
7 MedQUEST Division. DOH-DDD is committed to raising the quality of behavioral
8 interventions. We are committed to using Licensed Behavior Analysts (LBAs) and Licensed
9 Psychologists working within their respective scopes of practice when an adult participant of the
10 I/DD waiver needs a formal Functional Behavioral Analysis and oversight for the
11 implementation of a Behavior Support Plan. Elements of the current statute are impacting
12 provision and access to behavior analytic services for adults in the waiver, and we believe
13 SB 2925 SD1 will provide for increased access.

14 Please note that for children in any §1915(c) waiver who have Autism Spectrum
15 Disorders (ASD), the Centers for Medicare and Medicaid Services (CMS) has clarified that
16 services for the treatment of ASD must be provided through the child's Medicaid health plan
17 through their Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) benefit, and
18 **cannot** be provided as a Medicaid Waiver service. Therefore, the provision of behavior analysis

1 in the I/DD waiver is only for adults, and most often for people with entrenched and challenging
2 behaviors that include self-harm and aggression toward others.

3 A primary issue in §465D-2, HRS, is the broad definition of the “Practice of behavior
4 analysis”. While the intent of the Legislature was to establish standards for the licensing of
5 behavior analysts to address autism, the broad definition is being interpreted to mean that even
6 simple behavioral interventions, including for adults without autism, require a licensed behavior
7 analyst. There is a lack of workforce of LBAs in Hawaii, and a shortage of LBAs to supervise
8 Registered Behavior Technician (RBT) training hours. These factors, coupled with the fact that
9 most LBAs provide services to children with autism primarily in office-based settings, are
10 limiting access to behavioral analysis services for adults in the waiver who have high-end
11 behaviors that require staff-intensive approaches, and who access their services in homes and in
12 the community. They require implementation of services by teams of people that include a mix
13 of RBTs and trained direct support workers often for many hours during the day and night.

14 DOH supports SB2925 SD1 because it will help ensure Hawaii’s compliance with the
15 I/DD waiver, including its numerous requirements for quality assurance, participant safeguards,
16 and ensuring the rights of participants. DDD has developed the operational policies and
17 procedures necessary for oversight of behavioral practices, including positive behavioral
18 supports, restrictive interventions, adverse event reporting, and a behavior support review
19 committee. Provider agencies are required to maintain an active nationally-recognized behavior
20 support program. Further, the I/DD waiver requires the state to maintain an adequate provider
21 pool to address the needs of participants.

22 DOH strongly supports the amendments to chapter 465-D, HRS as stated in SB2925
23 SD1 for the following reasons:

24 1) Adds the term “applied” to “behavioral analysis” throughout the statute where it is
25 missing. This serves two purposes: consistency of terms, and distinguishing simple
26 analysis for understanding functions of behaviors and implementing routine interventions
27 with those functions that only a licensed person can perform;

1 2) Adds an exemption for individuals who design or implement behavior analytic
2 services for participants of Waiver provided there is oversight by a behavioral review
3 committee. DDD has access to LBAs through a service called Training and Consultation
4 and has strong quality oversight of behavioral practices as mentioned earlier. As such,
5 this amendment to Chapter 465D, HRS will mitigate for the broad definition of practice
6 of behavior analysis, and allow DOH-DDD to manage the utilization of behavioral
7 services for cases where the design and implementation requires a LBA. Without this
8 exemption, LBAs are far less likely to work with our population, and access to this
9 critically needed service will continue to be limited; and

10 3) Adds an exemption for Caregivers. Caregivers are not expressly included in the
11 exemptions listed in §465D-7, HRS. Currently, a “family member” is exempt from
12 licensing under §465D-7(a)(4), HRS. DOH seeks an amendment for caregivers as stated
13 in SB2496 SD1, the same as the family exemption in the current statute. Without this
14 exemption, by January 2019, any caregiver reinforcing behaviors in homes must first
15 become an RBT by obtaining the credential from the Behavior Analyst Certification
16 Board. This will likely disrupt placements for waiver participants as most caregivers will
17 not choose to go through the extensive process to become an RBT.

18
19 **SUGGESTED AMENDMENT:** Page 10 Line 5 (Section C(7) of the bill) regarding an
20 exemption for caregivers, DOH respectfully requests changing the word “rehabilitation”
21 to “**habilitation**”. The services provided under the Medicaid I/DD 1915(c) waiver are
22 habilitative in nature, and rehabilitation is the wrong description.

23
24 Thank you very much for the opportunity to testify.

25

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**PRESENTATION OF THE
BOARD OF PSYCHOLOGY**

TO THE HOUSE COMMITTEE ON
HEALTH AND HUMAN SERVICES

TWENTY-NINTH LEGISLATURE
Regular Session of 2018

Tuesday, March 13, 2018
8:30 a.m.

**TESTIMONY ON SENATE BILL NO. 2925, S.D. 1, RELATING TO THE PRACTICE
OF BEHAVIOR ANALYSIS.**

TO THE HONORABLE JOHN M. MIZUNO, CHAIR, AND MEMBERS OF THE
COMMITTEE:

My name is May Ferrer, and I am the Executive Officer of the Board of Psychology ("Board"). Thank you for the opportunity to testify on S.B. 2925, S.D. 1, Relating to the Practice of Behavior Analysis, which is a companion to H.B. 2271. At this time, the Board takes no position on this measure but will have an opportunity to discuss S.B. 2925, S.D. 1 at its next scheduled meeting on Friday, March 23, 2018.

S.B. 2925, S.D. 1 clarifies the licensing exemptions for certain individuals under certain conditions who provide behavior analysis services. In addition, this bill requires the Department of Education ("Department") to create and implement a plan to provide Medicaid-billable applied behavior analysis services to all students diagnosed with autism spectrum disorder within the Department, and establishes reporting requirements.

Thank you for the opportunity to testify on S.B. 2925, S.D. 1.

SB-2925-SD-1

Submitted on: 3/10/2018 6:01:52 PM

Testimony for HHS on 3/13/2018 8:30:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Louis Erteschik	Hawaii Disability Rights Center	Comments	Yes

Comments:

Our comments are focused on Section 4 of the bill. Regarding the other provisions, we defer to HABA as they have more expertise in that area. We were very pleased to see the Senate address the deficiencies of the DOE in providing ABA services to students with autism.

In the past few years since ABA was mandated, DOE has been an incredible obstacle to its implementation in the schools. Despite a ruling from the 9th Circuit which specifies that ABA is the presumptively appropriate therapy to be provided to children with autism spectrum disorders in their IEPs under the IDEA, the DOE consistently refuses to implement it. Somehow, despite the evidence submitted by parents in these IEPs, the DOE often seems to find some pretextual justification to support their position that it is "not necessary". Despite the fact that state law requires that functional behavior assessments be performed by licensed behavior analysts, the DOE often refuses to do so. Most recently, despite the mandate under Medicaid law that medically necessary ABA services be provided in the schools, the DOE refuses to allow providers to come onto campuses to do so. These providers are paid from Medicaid funds and so allowing them to come into the schools would have zero impact on the DOE budget. It would not cost them one penny. Yet, they refuse to allow it under the guise of "non- DOE employees are not allowed on campus", despite the fact the protocols are currently in place for providers such as skills trainers to come to the schools to work with children. In terms of the overall state budget, these "medically necessary services" are funded by Medicaid which means that half the costs are paid by the federal government. We would be pleased to provide the Committee with more information on this issue.

Instead of complying with the current law, the DOE sponsored this original version of the bill, seeking to further restrict the conditions under which a child could receive applied behavior analysis services and seeking to further erode the qualifications required of those who would provide the service. We were pleased to see that the Senate Committees who heard the bill did not incorporate many of those provisions. We remain concerned that so long as the bill is pending before the legislature, the DOE will attempt to insert the original provisions. We urge the Committee to reject any such

attempt and send a message to the DOE that prolonged non-compliance with the law will not be accepted.

We strongly support the directive in Section 4 that the DOE implement a plan for the delivery of medicaid billable ABA services to all students diagnosed with autism spectrum disorder. It is not clear exactly what this plan would like and so we would like at a minimum that there be specific language requiring the DOE to allow ABA providers to come onto the school campuses to provide medically necessary ABA services under the Medicaid EPSDT program. We would be happy to work with the Committee to develop some appropriate language.



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COMMITTEE ON HEALTH & HUMAN SERVICES

Rep. John M. Mizuno, Chair
Rep. Bertrand Kobayashi, Vice Chair

Tuesday, March 13, 2018, 8:30am
Conference Room 329, State Capitol, 415 South Beretania Street

Comments Regarding SB 2925_SD1 and recommending amendments RELATING TO THE PRACTICE OF BEHAVIOR ANALYSIS

The Hawaii Psychological Association (HPA) respectfully submits the following comments regarding Senate Bill 2925_SD1:

While the HPA supports the intent of SB 2925 to correct the restraint of trade issues that the previous legislation created, we are gravely concerned about the proposed amendments to Section 465-3, Hawaii Revised Statutes, included in Section 2 of the SD1 version of this bill. *We respectfully request that those proposed amendments to the statute relating to Psychologists be removed from this bill as the HPA has not had adequate opportunity to vet these changes to our licensure law and we strongly believe they are unnecessary in this legislation. We specifically request that the language in SD1 starting on page 2 (Line 20) through page 6 (Line 7) be removed entirely.*

The HPA and the American Psychological Association (APA) continue to have two major concerns about various behavior analysis legislation. Specifically, we are concerned that the language in Act 199 and subsequent related legislation, applying to treatment services for autism and the licensure of Board Certified Behavior Analysts (BCBAs), (1) unintentionally restricted well-qualified professionals from providing services to children with autism and other behavioral challenges and (2) unintentionally provided an inappropriate monopoly for one certifying agency, the Behavior Analyst Certification Board.

Concern 1: As shown in the table below, best practice for applied behavior analysis is based on a multi-tiered delivery system.

The Tiered System of ABA Treatment for Autism: A Comparison

Licensed Overall Supervisor	Licensed Psychologists (minimum degree: Doctorate)	Licensed Behavior Analysts (minimum degree: Master's)
Mid-tier supervisor	Unlicensed Behavioral Assistant (minimum degree: Bachelor's plus extensive ABA training by the Psychologist)	Board Certified Behavior Analyst Assistant (BCABA) (minimum degree: Bachelor's plus certification hours and exam)
Direct Care Worker	Trained Paraprofessional (minimum credential: usually Bachelor's or Associate's Degree plus training and supervised practice).	Registered Behavioral Technician (RBT) (minimum credential: High School plus certification hours and exam)

We are requesting the following amendment to clarify psychologists' supervision in this multi-tiered model:

Section 3(a)(2):

An individual licensed in this State who practices psychology and their supervisees including individuals directly supervised by a licensed psychologist, such as: unlicensed master's level practitioners, students, and postdoctoral fellows, who may design behavior analysis services as well as train and supervise a paraprofessional, direct support worker, or parent or guardian in implementing an applied behavioral analysis intervention; provided that the supervision falls within that licensed psychologist's scope of practice; provided that ~~behavior analysis is in the scope of practice of the psychology licensure law and the behavior analysis services provided are within the boundaries of the licensed psychologist's education, training, and competence; provided further that the individual does not purport to be a licensed behavior analyst;~~

Concern 2: Additionally, to avoid an inappropriate monopoly we would like to propose the following amendments:

Section 3(a)(3):

An individual who implements or designs [~~applied~~] applied behavior analysis services and possesses board certification as an assistant behavior analyst from a nationally certifying agency or the Behavior Analyst Certification Board and who practices in accordance with the most recent supervisory and ethical requirements adopted by the national certifying agency Behavior Analyst Certification Board under the direction of a behavior analyst or psychologist licensed in this State;

Section 3(a)(5)(A):

Is credentialed as a ~~registered~~ behavior technician by a nationally recognized organization or the Behavior Analyst Certification Board, and is under the direction of a behavior analyst licensed in this State; or a licensed Psychologist;

Section 3(a)(7):

A family member [øæ], legal guardian, or caregiver implementing [~~an applied~~] a an applied behavior analysis plan and who acts under the direction of a licensed behavior analyst or licensed Psychologist [~~licensed in this State~~]; provided that for the purposes of this paragraph, "caregiver" means an individual who provides rehabilitative services in an adult foster home, developmental disabilities domiciliary home, adult residential care home, expanded adult residential care home, special treatment facility, or therapeutic living program pursuant to the medicaid home and community-based service waiver program;

Section 3(a)(9):

A matriculated graduate student or postdoctoral fellow whose activities are part of a defined behavior analysis program of study, practicum, or intensive practicum; provided that the student's or fellow's activities or practice is directly supervised by a behavior analyst or psychologist licensed in this State or an instructor from a nationally recognized training organization or in a Behavior Analyst Certification [~~Board-approved~~] Board-verified course sequence; or

Please see the attached document from the American Psychological Association Practice Organization: "Statement on Behavior Analysis and Behavior Analysts" and the second attached document from the American Psychological Association on: "Applied Behavior Analysis" which both serve to further support the position that Behavior Analysis is a long practiced discipline within psychology. The support for these behavioral approaches being voiced by parents in connection with this and other related bills serves to emphasize the effectiveness of this approach, originally developed by and still practiced by many psychologists. The specific degree or certification held by the practitioner does not alter this. Psychologists are not claiming to have a monopoly on these practices, although we pioneered them – we simply do not want to be forced to give up useful technologies that are needed by our keiki and families because a relatively young profession has developed this particular technical expertise.

Thank you for this opportunity to provide comments and proposed amendments to SB 2925_SD1 which clarify psychologists' scope of practice and prevent an unnecessary narrowing of the behavioral health workforce within the school setting.

Tanya Gamby, Ph.D.
President
Hawaii Psychological Association



COMMITTEE ON HEALTH & HUMAN SERVICES

Rep. John M. Mizuno, Chair

Rep. Bertrand Kobayashi, Vice Chair

Tuesday, March 13, 2018, 8:30 am

Conference Room 329, Hawaii State Capitol

IN SUPPORT of SB 2925 SD1

Honorable Chairs Mizuno, Vice Chairs Kobayashi, and members of the committee,

My name is Kathleen Penland and I am the President for the Hawai'i Association for Behavior Analysis (HABA). HABA's mission is to educate, advocate for, and support both providers and consumers of applied behavior analysis (ABA). HABA is grateful for the attention the legislators have given the practice of behavior analysis in our state and appreciates the additional language on the roll-out of Medicaid funding in SB 2925 SD1. HABA is comfortable with the language moving forward in SB 2925 SD1; with a slight revision to section (C), which we consider a non-substantive, technical change.

We would like to draw the representatives attention to the fact that we have secured over 250 pieces of testimony in support of SB 2925 SD1. Of the 250 pieces, over 200 were submitted by parents and community members. The outcry from parents and community members speaks to how important this issue is to those who are most deeply affected.

HABA stands firmly in support of our teachers and keiki having access to appropriately licensed and qualified behavior analysts in the DOE setting. While we appreciate the support of teachers and other IEP team members, the DOE, as a system, has not made transparent efforts to build capacity and provide ABA in their schools. HABA appreciates the support of Hawaii State Teachers Association (HSTA), Hawaii Disability Rights Center (HDRC), and Department of Health (DOH) Developmental Disability Division (DDD) in our efforts to protect consumers across settings. We also feel we have addressed the concerns of Department of Education (DOE) teachers in our revisions to SB 2925 SD1.

Thank you for the opportunity to testify. I am available for questions.

Mahalo,

Kathleen Penland, M. Ed. BCBA, LBA

President, Hawai'i Association for Behavior Analysis

Kathleen Penland

[§465D-7] Exemptions. (a) This chapter is not intended to restrict the practice of other licensed or credentialed practitioners practicing within their own recognized scopes of practice and shall not apply to:

(1) "Individuals licensed in this State to practice other professions and their supervisees, provided that behavior analysis is in the scope of practice of the profession's licensure law; and the services provided are within the boundaries of the licensed professional's education, training, and competence, and provided that the person does not purport to be a behavior analyst;

~~(1) An individual working within the scope of practice or duties, which that overlaps with the practice of behavior analysis; provided that the person does not purport to be a behavior analyst;~~

(2) "Individuals licensed in this State to practice psychology and their supervisees, provided that behavior analysis is in the scope of practice of the psychology licensure law and the behavior analysis services provided are within the boundaries of the licensed psychologist's education, training, and competence, and provided that the person does not purport to be a behavior analyst;

~~(2)~~ (3) An individual who implements or designs applied behavior analysis services and possesses board certification as an assistant behavior analyst by the Behavior Analyst Certification Board and who practices in accordance with the most recent supervisory and ethical requirements adopted by the Behavior Analyst Certification Board under the direction of a behavior analyst licensed in this State;

(4) A licensed classroom teacher, or someone who is working as a classroom teacher and is enrolled in a teacher preparation program working towards licensure, in a school setting, who implements and does not design, behavior analysis services in direct collaboration with a professional licensed to practice behavior analysis in this State;

~~(3)~~ (5) An individual who directly implements and does not design applied-behavior analysis services and:

(A) Is credentialed as a registered behavior technician by the Behavior Analyst Certification Board and is under the direction of a behavior analyst licensed in this State;

(B) Is a direct support worker in a school setting who directly implements a behavior analysis program under the supervision of a professional licensed in this

State to practice behavior analysis and does not design intervention or assessment plans on or before January 1, 2019;

~~[(C)]~~ ~~Is a direct support worker who provides medicaid home and community-based services pursuant to section 1915(c) of the Social Security Act on or before January 1, 2019;~~ Is an individual who works within the scope of practice or duties of and is directly supervised by a licensed psychologist ; provided the services are within the boundaries of the licensed professionals education, training, and competence; and provided that the supervised individual shall not use the title of "~~licensed behavior analyst~~" "behavior technician";

provided that for purposes of this paragraph, "direct support worker" means a teacher or paraprofessional;

(6) An individual who designs or implements behavior analysis services to participants in the medicaid home and community-based service waiver program pursuant to section 1915(c) of the Social Security Act on or before January 1, 2024;

(7) (4) A family member [or], legal guardian, or caregiver implementing an applied behavior analysis plan and who acts under the direction of a licensed behavior analyst [licensed in this State;] or licensed psychologist; provided that for the purposes of this paragraph, "caregiver" means an individual who provides rehabilitative services in an adult foster home, developmental disabilities domiciliary home, adult residential care home, expanded adult residential care home, special treatment facility, or therapeutic living program pursuant to the medicaid home and community-based service waiver;

(8) (5) An individual who engages in the practice of behavior analysis with nonhuman or nonpatient clients or consumers including but not limited to applied animal behaviorists and practitioners of organizational behavior management;

(9) (6) A matriculated graduate student or postdoctoral fellow whose activities are part of a defined behavior analysis program of study, practicum, or intensive practicum; provided that the student's or fellow's activities or practice is directly supervised by a behavior analyst licensed in this State or an instructor in a Behavior Analyst Certification Board-verified course sequence; or

(10) (7) An individual pursuing experience in behavior analysis consistent with the Behavior Analyst Certification Board's experience requirements; provided that the experience is supervised by a behavior analyst licensed in this State.

Nothing in this chapter shall be construed to prevent any licensed psychologist from the practice of behavior analysis in this State as long as the person is not in any manner the public as a

"licensed behavior analyst" or "behavior analyst" and the behavior analysis services provided by the licensed psychologist are within the licensed psychologists recognized scope of practice.

Date: March 11, 2018

To: Rep. John Mizuno, Chair, and Rep. Bertrand Kobayashi, Vice- Chair
Committee on Health and Human Services

Hearing: March 13, 2018, 8:30 a.m., Room 329

From: Richard J. Kravetz, Ph.D.
(808) 258-2598

Re: Testimony in Support of SB2925, Relating to the Practice of Behavior Analysis,
with HPA Amendments

As a behaviorally-trained psychologist who has worked in Hawaii for over 30 years, I strongly support SB 2925 with the amendment proposed by the Hawaii Psychological Association that clarifies the scope of Psychologists' practice of Behavior Analysis to Section 3. (a) (1):

An individual working within the scope of practice or duties of another licensed profession that overlaps with the practice of behavior analysis, including individuals directly supervised by a licensed professional, such as unlicensed master's level practitioners, students and postdoctoral fellows, who may train and supervise a paraprofessional, direct support worker, or parent or guardian in implementing an applied behavioral analysis intervention, provided that the supervision falls within the licensed professional's scope of practice; provided further that the licensed professional and supervised individual shall not use the title of "licensed behavior analyst:"

This amendment will help assure that in addition to Licensed Behavior Analysts (LBA's), competent, behaviorally-trained psychologists and other licensed professionals can continue to be utilized by the DOE to assess, design, implement and supervise paraprofessionals in providing behavioral interventions for students needing this service.

This should be done without the loss of quality feared by parents as a result of apparent pressure from the LBA's guild organization. As stated by Gina Green Ph.D., BCBA-D, and Chief Executive Officer of the Association of Professional Behavioral Analysts:

“(a) the behavior analyst licensure law clearly permits licensed psychologists and other appropriately credentialed professionals to practice ABA without being licensed as behavior analysts, provided that behavior analysis is in their profession's scope of practice and the scope of the individual psychologist's documented training and competence; and (b) licensed psychologists and other professionals already have the right to supervise trainees, paraprofessionals, and others in accordance with the licensure laws and regulations of their respective professions.”

Members of the LBA's local guild have promulgated the idea that ACT 199 means that only an LBA and the persons they supervise will be able to "legally" design and implement a behavioral intervention in the school setting. The amendment proposed for the current bill will help clarify to families, state agencies, insurance companies and even some licensed or credentialed professionals that it is "not illegal" for them to continue to design, implement and supervise ABA services when that is and has been within their recognized scope of practice, competence and training. As G. Roy Mayer, author of multiple textbooks on applied behavior analysis, wisely noted in considering whether a school counselor [vs. a BCBA] could consult with a teacher on designing a behavior plan to help a student make friends - "You don't need an elephant gun when a flyswatter will work".

Being able to continue to use ABA-trained mental health professionals, such as psychologists, licensed mental health counselors, social workers, and marriage family therapists will continue to provide students, school staff and their families with access to professionals who have training in mental health. This is particularly important in properly addressing the needs of youth with autism who frequently (30-40%) have co-occurring diagnoses of anxiety disorder, clinical depression, externalizing disorders, and are at high risk for post-traumatic stress disorder (PTSD) and suicide. Students in need of behavioral interventions who are not on the autism spectrum often have mental health issues as well, which can be diagnosed by psychologists and other mental health professionals. Identification of a mental health disorder/co-occurring disorder is critical in planning effective behavioral interventions and educational programs for students as well as cost-effective. Since many ABA-trained mental health professionals also have training in non-ABA approaches, it is more likely that they will be able to recommend supplemental evidence-based practices, tweak an ABA program to address a barrier that may be the result of a student's mental health disorder, and recommend a newer/different protocol or treatment approach, if a student is not making adequate progress.

Thank you for the opportunity to share my concerns.

Date: March 11, 2018

To: Rep. John Mizuno, Chair, and Rep. Bertrand Kobayashi, Vice- Chair
Committee on Health and Human Services

Hearing: March 13, 2018, 8:30 a.m., Room 329

From: Linda Hufano, Ph.D.
(808) 258-2250

Re: Testimony in Support of SB2925, Relating to the Practice of Behavior Analysis,
with Amendments

I am a behaviorally-trained psychologist and since 1984 have worked as a Psychologist for the Hawaii Department of Education (HIDOE), Branch Chief/Psychologist for the Child Adolescent Mental Health Division (CAMHD), private practitioner in Honolulu and Leeward O'ahu, and have recruited, developed, trained and supervised providers of Applied Behavior Analysis (ABA) and other psychological services to work under contracts with the HIDOE and for the CAMHD, Developmental Disabilities Division, and Early Intervention Section of the Hawaii Department of Health.

Strong Support for SB2925

I strongly support of SB2925 with amendment to Section 3. (a) (1) proposed by the Hawaii Psychological Association (HPA):

An individual working within the scope of practice or duties of another licensed profession that overlaps with the practice of behavior analysis, including individuals directly supervised by a licensed professional, such as unlicensed master's level practitioners, students and postdoctoral fellows, who may train and supervise a paraprofessional, direct support worker, or parent or guardian in implementing an applied behavioral analysis intervention, provided that the supervision falls within the licensed professional's scope of practice; provided further that the licensed professional and supervised individual shall not use the title of "licensed behavior analyst."

This amendment clarify the exemption of licensed psychologists and other licensed or credentialed professionals (e.g., licensed clinical social workers, mental health counselors, marriage family therapists, APRN's, and special education teachers) whose recognized scope of practice overlaps with behavior analysis.

Chapter 465 of the Hawaii Revised Statues expressly defines behavior analysis and therapy as within the scope of psychology, as well as our ability to supervise and direct assistants. The lack of clarification in ACT 199 has resulted in misinterpretations by state agencies and some insurance companies who mistakenly interpret ACT 199 as excluding ABA-trained psychologists from designing ABA programs for eligible individuals and/or supervising others to implement the programs.

Why Individuals, Schools and Families Should Have Access to ABA-trained Mental Health Providers

Psychologists and other mental health providers are trained to treat the “whole” person. As mental health providers they are able to diagnosis and treat autism as well as the anxiety disorders, clinical depression, externalizing disorders such as ADHD and oppositional defiant disorders, which are frequently co-morbid with autism (30 – 40% or more for each of the previously mentioned disorders). Within the knowledge and skill set of Post-traumatic stress disorder (PTSD) and suicide are also significantly higher among individuals with ASD and other developmental disabilities than their non-disabled counterparts. Licensed psychologists and other mental health providers (e.g., licensed clinical social workers, registered nurse practitioners) are trained and “legally qualified” to diagnose autism as well as anxiety disorders, clinical depression, and externalizing disorders that have been found to co-occur with autism 30 – 40% of the time. Individuals with ASD and other developmental disorders are also at a significantly higher risk for post-traumatic stress disorder (PTSD) and suicide than their non-disabled counterparts. The skill sets of mental health providers can be critical to designing an effective intervention program for students with mental health problems. ABA-trained mental health providers can evaluate and modify programs that are not producing the desired outcomes because of a mental health diagnosis in addition to suggesting other types of treatment that may be beneficial to the student, including newer or non-ABA protocols.

The Workforce Issue

Every qualified provider is needed. It is clear in speaking with representatives of state agencies that there will be a significant lack of trained professionals and paraprofessionals to deliver ABA services if Chapter 465D of the Hawaii Revised Statute continues to be misinterpreted as restricted to LBA’s and the persons they supervise. Parents have reported waitlists of up to three years for services covered by insurance, with at least one provider who works exclusively with children under six years of age (“the critical age” for ABA services) informing parents they are no longer maintaining a waitlist.

It is also my understanding that in no other state are Departments of Education mandated to certify their direct support workers/paraprofessional staff as Registered Behavior Technicians, or to “exclusively” use Licensed Behavior Analysts/BCBA’s to supervise such individuals. Such a mandate would impede access of competent care to consumers desperately needing services, be an additional and unnecessary burden on taxpayers, be an unfair restraint of trade for professionals who have been providing this care, and create an illegal monopoly for Licensed Behavior Analysts, Registered Behavior Technicians and their national certifying board.

Clarifying who can legally provide behavioral intervention services as well as the “overly broad definition” of ABA in ACT 199, should not make it “illegal” for teachers and other school staff to continue to design and direct their educational assistants in implementing behavioral interventions for students, provided they are trained and competent to work with the targeted student or provide the specific assessments or intervention(s) needed.

I am attaching a comparison sheet of the training requirements of paraprofessional staff for your consideration. National certification of paraprofessionals will be very costly; there is a turnover of 30-40% annually; to my knowledge no other DD Division is required to have direct support workers who are RBT's; the 40 hour on-line training for RBT's (or alternately training by licensed or nationally certified professionals) is relatively new, and there is no proof that it leads to better outcomes. Despite the numbers of LBA's and RBT's registered in Hawaii, contracted agencies, parents, and referring agencies are reporting a shortage of RBTS's and frequent turnover in addition to long waitlists, with one agency no longer even keeping a waitlist because of a three year demand. LBA's are not restricted by their national board in only being able to supervise an RBT; they can also supervise paras certified by the other national certifying agencies (such as the Behavioral Intervention Certification Council) which has certified other Hawaii behavior technicians), as well as contracted paraprofessionals who are ABA-trained and meet the attached standards for credentialing by the HIDOE, but are not certified by a nationally certifying agency.

An Proposed Alternative to Requiring National Certification for Paraprofessionals/Direct Support Workers

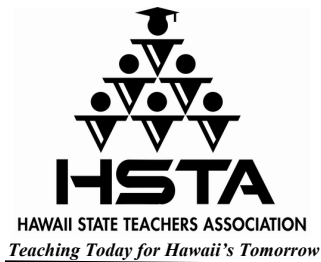
It is certainly possible to include an observation/assessment component to the training of paraprofessionals/direct support workers, or similar oversight protection, which would assure that a paraprofessional/direct support worker is competent to provide the behavioral tasks/strategies required by a particular student. The paraprofessional/direct support worker would then be able to be supervised by any qualified ABA-trained professional, including an LBA, ***but not excluding*** an ABA-trained special education teacher, licensed psychologist or other licensed/credentialed professional from directing or supervising the paraprofessional. Should a student no longer need a behavioral intervention designed by an LBA, the student could retain the paraprofessional under the supervision of his/her classroom teacher, with the LBA moving on to designing ABA programs for students who present challenges that are outside the knowledge/skill set of the classroom teacher or who is unable to address the challenges because of other limitations (e.g., not having the time to develop a data collection system or do a functional behavior assessment in addition to his/her myriad of other responsibilities).

Thank you for the opportunity to submit testimony.

	<u>DOE Parapro</u>	<u>RBT BCBA</u> (NCCA accredited) H.S./Equiv.	<u>BCAT (BICC)</u> (NCCA accredited) H.S./Equiv.	<u>ABAT (QABA)</u> (ANSI Accredited) H.S./Equiv.
Min. Education	A.A./ParaPro Exam	40 hrs in-person/online	40 hrs in-person/online	45 hrs in person/online
Preservice Training	32 hrs in-person	No (designed to be generic)	Yes	Yes
Content of training specifically addresses target population	Yes			
Trainer Qual.	By Doctorate Psy 2 yr exp, MA 3 yrs exp., or BA 5 yrs. exp. w/ students with severe social, comm. funct. and/or behav.deficits	BCBA/BCBA-D (or BA-Level BCaBA)	Licensed/Nat. Cert. Prof.	11 approved agencies/ pre-app. coursework by Lic./Nat. Cert. Prof.
Assessment/ Learner Outcomes	Approved by DOE (May be Oral, Written, Performance-Based)	Performance Eval. Based on Obs. & Written Exam (150 items)	Written Exam (150 items)	Written Exam (Prior to initial cert. and again for 3 yrs recert.)
Field Exp.	None	None	15 sup. hrs w/ASD ind.	40 sup. hrs w/ASD ind.
Security Check Req.	Yes	Yes	Yes	Yes
Cont. Education	16 hours annually	None	12 hrs (3 in ethics) every two years	36 hours (3 in ethics) every 3 years
Supervision	2 hours per month by Lic. Psy 1 yr; Lic. MA 3 yrs; or Unlic MA 5 yrs (and teacher direction in school)	5% of service hrs. by BCBA/BCBA-D (or BA-level BCaBA)	5% of service hrs. by a Lic./Nat. Cert. Prov.	1 hr for every 10 hrs by a Lic./Certif. Prov. (or BA-level QASP)
Renew/Recred./ Recert.	Annual	Annual	Every 2 years	Renew year 1 & yrs Recert. after 3 yrs

	<u>DOE Parapro</u>	<u>RBT (BCBA)</u>	<u>BCAT (BICC)</u>	<u>ABAT (QABA)</u>
Cost				
Application Fees	N/A	\$50	\$30	\$250
Exam	N/A	\$45	\$100/40 (Intro)	
Annual Renewal	N/A	\$35	\$50 (every 2 years)	\$50
Late Fee	N/A	\$50		
Insufficient Funds	N/A	\$45		
Training Costs	(included)	~\$300 online (may be discounted); or 40 hrs. by a BCBA (or BA level BCaBA)	~\$300 online; or 40 hrs. by a Lic/Nati. Cert. Prof.	Per vendor; or 45 hrs. by a Lic/Nat. Cert Prof.
Perf. Assess. Costs	N/A	2+hrs by BCBA/BCaBA	N/A	N/A
Supervised FieldWork	(included)	5% of service hrs. by a BCBA (or BA level BCaBA)	5% of service hrs. by a Lic/Nat. Cert. Prof.	10% of service hrs. by a Lic/Nat. Cert Prof. (or BA-level QASP)
Continuing Education	(included)	N/A	Per vendor; or 6 hrs annually by Lic/Nat. Cert Prof.	Per vendor; or 12 hrs annually by a Lic./Nat. Cert Prof.

Updated Draft: 3/11/18



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President
Justin Hughey
Vice President
Amy Perruso
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON
HEALTH AND HUMAN SERVICES

RE: SB 2925, SD 1 - RELATING TO THE PRACTICE OF BEHAVIOR
ANALYSIS

TUESDAY, MARCH 13, 2018

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Mizuno and Members of the Committees:

The Hawaii State Teachers Association **supports SB 2925, SD 1**, relating to the practice of behavior analysis.

Act 199, Session Laws of Hawaii 2015, otherwise known as Luke's Law, established the behavior analyst program within the Department of Commerce and Consumer Affairs and created licensing requirements for behavior analysts. Licensing of behavior analysis services was made concurrent with mandated insurance coverage for diagnosis and treatment related to autism disorders, with which nearly 1,500 public school students are currently diagnosed.

Behavior analysis means the design, implementation, and evaluation of instructional and environmental modifications to produce socially significant improvements in human behavior. The practice of behavior analysis includes the empirical identification of functional relations between behavior and environmental factors, known as functional assessment and analysis, as well as the use of contextual factors, motivating operations, antecedent stimuli, positive reinforcement, and other consequences to help people develop positive behaviors.

Unfortunately, the DOE is experiencing a shortage of licensed behavior analysts and, in 2016, sought an amendment to state law to allow teachers to perform behavior analysis and prescribe services. Yet, despite teachers not being trained or qualified to make behavioral diagnoses, they are being required to do so in some schools, with some teachers even being threatened with termination for refusing to

complete these diagnoses for which they, again, have no professional license or experience. This interferes with their ability to provide a quality learning environment for their students, taking time away from lesson planning, professional development and collaboration, delivery of personalized learning, and more.

Act 107 of 2016 allowed the DOE until 2019 to ensure that registered behavior technicians are licensed and employed throughout the department, but this act, which amended Luke's Law, was never intended to permit teachers to design or monitor applied behavior analysis plans. Teachers under Act 107 may only implement such plans under the supervision of a licensed behavior analyst and according to a student's individualized education program, since behavior analysis is not a practice included within the scope of a teaching license. We rely on board certified behavior analysts and psychologists who have behavior analysis as part of their training and licensure to perform behavioral diagnoses and develop related plans for students having difficulty making sufficient academic progress. During IEP meetings, for instance, we often must seek the counsel of medical professionals with behavioral analysis training. That said, a teaching license is not a medical license and should not be misconstrued as qualifying educators to conduct medical assessments.

This measure begins to rectify the current problems facing the behavior analyst community and the children who depend on their services. While only additional funding will eliminate the staffing shortage that has led to inadequate behavior analysis services, this measure **repeals teachers from the definition of "direct support worker" under HRS §465D-7, which will prevent teachers from being compelled to perform diagnostic and health-based work for which they are not qualified.** Additionally, this proposal calls upon the DOE to **allow outside services of behavior analysts and psychologists to provide Medicaid billable services to students during school hours.**

According to *Report on Behavior Analyst and Certification Requirements Implementation*, published by the DOE on January 5th, 2018, the department is supporting efforts for 39 DOE personnel in becoming BCBAs in an approved program and assisting another 145 departmental personnel in becoming Registered Behavior Technicians (RBTs) by 2019. We must amplify these efforts with sound, student-centered policy. Therefore, to ensure our most vulnerable keiki receive the care they deserve, the Hawaii State Teachers Association asks your committee to **support** this bill.

SB-2925-SD-1

Submitted on: 3/11/2018 9:56:21 PM

Testimony for HHS on 3/13/2018 8:30:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Kristen Koba-Burd	Aloha Behavioral Associates	Support	Yes

Comments:

I support the amendments to SB2925 SD1. The language in this bill is more comprehensive than SB2496 SD1, also relating to behavior analysis, and I respectfully ask the legislature to advance SB2925 SD1.

Testimony in Support of SB2925 SD1

Representative John M. Mizuno, Chair
Representative Bertrand Kobayashi, Vice Chair
House Committee on Health and Human Services
Hearing Date: March 13, 2018 Room Number: 329

Honorable Representatives:

The Arc in Hawaii strongly supports SB2925 SD1, which seeks to amend portions of HRS 465-D. We very much appreciate the clarification it provides on licensing exemptions for individuals who, under appropriate supervision, provide rehabilitative services and/or implement behavior analysis services to participants in the Medicaid home and community-based service waiver program

The Arc in Hawaii, a private non-profit agency, provides services to individuals with intellectual and developmental disabilities (ID/DD) and their families across Oahu. Together with its national and neighbor-island Arc affiliates, The Arc in Hawaii promotes and protects the rights of people with ID/DD and actively supports their right to be included and fully participate in the community throughout their lifetime.

We understand the very real concerns that underlie HRS 465-D. While we agree that the licensing of BCBAs is important and that they serve a very important role, it is our belief that the statute as written is too broad and needs clarification. We also believe requiring that every individual providing Direct Services to individuals with BSPs be a certified RBT is both unnecessary and unworkable in the real world environment in which we operate.

The Arc in Hawaii serves adults with ID/DD who may or may not be on the autism spectrum. Most of the participants we serve have minor behavioral issues that can be addressed with simple behavioral protocols. A Behavioral Support Plan (BSP), requiring the services of a Licensed Behavioral Analyst (LBA), is not necessary in these situations. Given the current shortage of LBAs in Hawaii it is also not realistically workable.

Roughly a third of our Direct Service staff members have been with The Arc in Hawaii for over 10 years. A vast majority of them do not possess a degree, nor do they have the time, resources, or in some cases the capacity necessary to obtain RBT certification. They do absolutely possess the compassion and dedication to our participants that are of paramount importance to providing quality services. In many cases their relationships with our participants are long-standing and very deep which is also crucial to our participants' well-being. Additionally, staff undergo rigorous training on a regular basis and are provided appropriate oversight to ensure proper care.

465-D's broad outlines would seem to require that the presence of one participant whose behavior requires a BSP in an ADH classroom or in an Arc-operated waiver home would mean that all staff in those environments would have to be certified RBTs. That would create a staffing and scheduling nightmare for us. The likely dramatic increase in staff turnover would disrupt relationships and even long-standing placements that provide our participants with the consistency and emotional stability they need.

We humbly submit that our agency can more than adequately address the needs behind 465-D under the following regime:

- 1) Training and consultation services from an LBA or Psychologist to provide an over-arching framework for needed behavioral support plans, along with
- 2) A mix of both RBTs and Direct Service workers providing ADH, PAB and CLS services to implement those plans.

We caution that:

- 1) Given the difficult employment market we currently face, a raise in reimbursement rates to cover additional salary costs will be imperative if we are to provide necessary behavioral support plans successfully under even an amended statute.
- 2) Sufficient time to develop appropriate implementation guidelines and to develop an adequate workforce will also be necessary to ensure success, again even under an amended statute.

Thank you very much for allowing us to submit testimony on behalf of SB2925 SD1.

Sincerely,

A handwritten signature in black ink, appearing to read "Lei Fountain", with a long horizontal flourish extending to the right.

Lei Fountain
Executive Director

Testimony in support of SB2925 with Supports as proposed by HABA

March 13, 2018

Maureen McComas
Honolulu, HI
808-450-2859
Concerned Parent

Hello and Thank you for allowing me to testify today. My name is Maureen McComas and I have a daughter who has Autism and she also has Down syndrome. I am not here to speak to what other children needs, but what my child needs.

She needs Applied Behavior Analysis in her learning environment. We know this because when she was attending her department of education school without ABA provided by a LBA or RBT (registered behavior technician) she made minimal progress. She has been attending a clinical setting ABA program full time that is designed, overseen and implemented by LBA's and RBT's. She has made robust progress being provided ABA by the appropriately trained, licensed and certified providers.

I would like to share with you today what has been taking place with our daughter IEP team in our attempts to update her IEP, which has been taking place since August 2, 2016.

Recently we requested that ABA be included in our child's IEP and after many discussions the team members agreed that she could receive "ABA as part of her programming". When we attempted to clarify what this meant at yesterday's IEP meeting we were refused an answer as to what the ABA would look like in the school setting and if it would run for the duration of her school day. This is what is recommended by her developmental pediatrician, is supported by her Medicaid insurance and her team at her private clinical setting to be medically necessary for her.

The principal stated that "he would contract somebody who has the qualifications to serve in that capacity as deemed appropriate by Dept guidelines". When asked what those qualifications are he responded "Someone qualified in the area of providing services for a special education student and able to do that as per guidelines set by the Dept".

The principal then stated " the DOE has their guidelines, the Special Education teacher can do it".

At one point the unlicensed clinical psychologist from the Honolulu district Autism dept stated " ABA is teacher consult, not a service for the child".

At no time would the school team members or administrator state that they would include an LBA to design and oversee the ABA programming.

I pointed out to them that my daughter's Medicaid would reimburse the dept only if ABA is provided in by an LBA and implemented by an RBT.

The district Special Education Resource Teacher from the Honolulu District who attends our daughters IEP meetings stated " no one raised the issue of money- money is not the Dept's concern nor is getting reimbursed for services".

I have recently listened to the Sup't Kishimoto and Ass't Sup't Mulcahy testify that they have been working hard to put in place a program where the Dept could be reimbursed for ABA services by Medicaid and they would like very much to be able to receive reimbursements for these services. There is a concerning disconnect here to what is being stated at the State level and what our school team members are saying.

Our child's Medicaid will not reimburse for ABA services that are designed and overseen by a special education teacher. I spoke directly with our child's case worker yesterday at Medicaid and she confirmed this. I am not saying that special education teachers are not important- they are crucial to our children's learning, but if the Dept wants to get reimbursed for ABA in the school setting by Medicaid then the special education teachers are going to have to work together with the LBAs who in our case have the expertise to have an understanding of providing appropriate behavior supports. Last week we were provided an email in which the school was proposing to place our child in a Rifton Toddler Corner Floor Sitter that has "straps if needed". Our child is completely mobile, dances hula, rides a horse by herself and would be very traumatized by being placed in a chair such as this- she is 10 years old this chair is very concerning. This chair has been discontinued by the Rifton Company because it did not meet the adjustability needs of children and for safety reasons due to infection control of the wood.

When we requested during an IEP meeting that our child needs a quiet spot in her classroom where she can regulate herself the special education teacher stated he has a desk placed in a corner facing the wall where children can "calm down". Our child would be very emotionally upset with these sorts of behavior strategies being used on her- her BCBA has always used the most positive strategies with our child that do not include physical management or the use of a contraption such as what the school proposed using.

Thank you for allowing me to testify today.



Flour Seating

Maureen McComas <rainbowmomhi@gmail.com>

GM

[Redacted]

Fri, Mar 9, 2018 at 2:05 PM

To: Maureen McComas <rainbowmomhi@gmail.com>

Cc: [Redacted]@k12.hi.us, John McComas <thetreeguy808@gmail.com>

[Redacted]@KAMILOIKI/HIDOE@notes.k12.hi.us, [Redacted]@KAMILOIKI/HIDOE

[Redacted]@KAMILOIKI/HIDOE@notes.k12.hi.us>, [Redacted]@hawaiiidisabilityrights.org>

Hi Mrs. McComas,

Hope you are well! I was able to get a picture of the floor seat we have on campus. It's a wooden frame with padding and straps if needed. I will see you on Monday.

Thanks,

[Redacted]

[Quoted text hidden]

[Quoted text hidden]

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Photo 6 of 6



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Getting to Know the MPS Adjustments: New Rifton Pacer video 1

Using the Direction Locks: Rifton TRAM video 4

Discontinued products

We're sorry. The product you're looking for is no longer in production.

Early in 2013 we made the difficult decision to discontinue four products: the Toddler Chair, the Compass Chair, the Corner Floor Sitter, and the MultiDesk.

Although they are wonderful products that have served so many, there is good reason for the change. First, they are static products that do not meet adjustability needs as well as some of our other devices. For example, with regard to seating, increasingly therapists and teachers are turning to our Rifton Activity Chair for its functional design and ability to accommodate growth as well as a wide range of client disabilities. Additionally, like you, Rifton has grown increasingly mindful of infection control and the need to keep our equipment clean. As much as we loved to incorporate wood into our products, wooden chairs are difficult to keep clean.

Your account manager would be happy to provide you with a list of similar products made by other manufacturers that may meet your needs. Email sales@rifton.com or call 800-571-8198.

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*static = lacking movement
action or change
Fixed*


Behavior Support Doc



Commonwealth of Massachusetts
Executive Office of Health and Human Services
Office of Medicaid
www.mass.gov/masshealth

MassHealth
School-Based Medicaid Provider
Bulletin 29
September 2015

TO: School-Based Medicaid Providers Participating in MassHealth

FROM: Daniel Tsai, Assistant Secretary for MassHealth 

RE: **Expansion of School-Based Medicaid Program to Include Autism Services**

Summary

This bulletin provides information for Local Educational Authorities (LEAs) participating in the School-Based Medicaid Program. Effective October 1, 2015, the program will expand to include reimbursement for expenditures related to the practice of applied behavior analysis (ABA) services provided to treat individuals with autism spectrum disorders.

As with all SBMP services, the service must be authorized by the MassHealth child's Individualized Education Plan (IEP) in order for the service to be covered; additionally the service must be provided by a practitioner who holds the appropriate qualifications and was included in the participant pool for the Random Moment Time Study. All program requirements—defined in the *MassHealth School-Based Medicaid Program User Guide*, *School-Based Medicaid Administrative Claims Guide*, *School-Based Medicaid Random Moment Time Study Guide*, SBMP Bulletins, and Provider Contract—also must be met.

For further information on autism services refer to M.G.L. c. 112, §163.

Definition of Autism Services

Per M.G.L. c. 112, §163, the practice of applied behavior analysis is defined as “the design, implementation and evaluation of systematic instructional and environmental modifications, using behavioral stimuli and consequences, to produce socially significant improvements in human behavior, including the direct observation and measurement of behavior and the environment, the empirical identification of functional relations between behavior and environmental factors, known as functional assessment and analysis, and the introduction of interventions based on scientific research and which utilize contextual factors, antecedent stimuli, positive reinforcement and other consequences to develop new behaviors, increase or decrease existing behaviors and elicit behaviors under specific environmental conditions that are delivered to individuals and groups of individuals; provided, however, that the “practice of applied behavior analysis” shall not include psychological testing, neuropsychology, diagnosis of mental health or developmental conditions, psychotherapy, cognitive therapy, sex therapy, psychoanalysis, psychopharmacological recommendations, hypnotherapy, or academic teaching by college or university faculty.”

(continued on next page)

Applied Behavioral Analysis (ABA) Covered Services

Discreet Trial Training/Teaching (DTT)
Early Intensive Behavioral Intervention (EIBI)
Pivotal Response Training/Treatment (PRT)
Verbal Behavior Intervention/Therapy (VB or VBI)
Functional Behavioral Assessment (FBA)
Early Start Denver Model (ESDM)

Provider Qualifications

LEAs may only submit claims for services delivered by qualified practitioners who are acting within the scope of their license, or as detailed below.

For autism services, the practitioner is required to be licensed by the Board of Registration of Allied Mental Health and Human Services Professions as an Applied Behavior Analyst (ABA), or if prior to January 6, 2016, may be a Board Certified Behavior Analyst (BCBA). In addition, services may be reimbursed if provided by a licensed physician, psychologist, or psychiatrist providing ABA within the scope of his or her licensure; or an Assistant Applied Behavior Analyst (AABA) or other paraprofessional working under the supervision of a licensed ABA. If prior to January 6, 2016, AABA or paraprofessionals may be working under the supervision of a BCBA.

Application forms and instructions for these two new professional licenses (ABA and AABA) are available on the state's Office of Consumer Affairs website at www.mass.gov/ocabr/licensee/dpl-boards/mh/forms/.

As set forth above, services provided by practitioners holding an AABA license and other non-licensed ABA providers must be supervised by a licensed ABA or other licensed professional providing ABA services within the scope of their licensure, as described above, or, if prior to January 6, 2016, may be supervised by a BCBA, in order for the service to be reimbursable.

Random Moment Time Study Participation

Effective October 1, 2015, LEAs seeking reimbursement for any autism services must include all ABA, AABA, and other appropriate staff providing autism services in their quarterly Random Moment Time Study (RMTS) Participant List.

(continued on next page)

MassHealth
School-Based Medicaid Provider
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September 2015
Page 3

Interim Rates and Service Codes

School-Based Medicaid providers must use the following service codes and rates to bill for services provided on or after October 1, 2015, for the following per-unit autism services.

Service Code and Modifier	Service Description	Interim Rate	Practitioner
H0031-TM	Evaluation/Assessment for autism services (pursuant to an IEP), per hour with a maximum of four hours	\$44.54	Applied Behavior Analyst or professional employee meeting the requirements of the school or agency's licensure standards
H0031-TM-U1	Evaluation/Assessment for autism services (pursuant to an IEP) (in private residential school), per hour with a maximum of four hours	\$22.27	Applied Behavior Analyst or professional employee meeting the requirements of the school or agency's licensure standards
H2012-TM	Direct behavioral instruction by an ABA (pursuant to an IEP), per 15 minutes, may bill multiple units	\$16.71	Applied Behavior Analyst or professional employee meeting the requirements of the school or agency's licensure standards
H2012-TM-U1	Direct behavioral instruction by an ABA (pursuant to an IEP), per 15 minutes (in private residential school) may bill multiple units	\$8.35	Applied Behavior Analyst or professional employee meeting the requirements of the school or agency's licensure standards
H2012-TM-U2	Direct behavioral instruction by an ABA, group, two or more individuals (pursuant to an IEP), per 15 minutes, may bill multiple units	\$8.35	Applied Behavior Analyst or professional employee meeting the requirements of the school or agency's licensure standards

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Interim Rates and Service Codes (cont.)

Service Code and Modifier	Service Description	Interim Rate	Practitioner
H2012-TM-U1-U2	Direct behavioral instruction by an ABA, group, two or more individuals (pursuant to an IEP), per 15 minutes (in private residential school), may bill multiple units	\$4.17	Applied Behavior Analyst or professional employee meeting the requirements of the school or agency's licensure standards
H2019-TM	Direct behavioral instruction by a paraprofessional (pursuant to an IEP), per 15 minutes, may bill multiple units	\$10.31	Assistant Applied Behavior Analyst or other staff qualified to provide autism services
H2019-TM-U1	Direct behavioral instruction by a paraprofessional (pursuant to an IEP), per 15 minutes (in a private residential school), may bill multiple units	\$6.19	Assistant Applied Behavior Analyst or other staff qualified to provide autism services
H2019-TM-U2	Direct behavioral instruction by a paraprofessional, group, two or more individuals (pursuant to an IEP), per 15 minutes, may bill multiple units	\$5.16	Assistant Applied Behavior Analyst or other staff qualified to provide autism services
H2019-TM-U1-U2	Direct behavioral instruction by a paraprofessional, group, two or more individuals (pursuant to an IEP), per 15 minutes (in private residential school), may bill multiple units	\$2.58	Assistant Applied Behavior Analyst or other staff qualified to provide autism services

Documentation of Services

LEAs must document health-related autism services provided to those students for whom the provider claims payment under its SBMP Agreement. At a minimum, providers must document the child's name, the type of ABA therapy, the date of service, the length of time (units) the service was provided.

In order to submit claims and be reimbursed for the ABA services, the provider must prescribe such services in the student's Service Delivery Needs in the IEP. If the ABA Therapy is not yet specified in the IEP but the student has a diagnosis of autism in the IEP, claims may be submitted, provided, however, that by January 6, 2016, the ABA therapy

(continued on next page)

Documentation of Services (cont.)

must be included in the Service Delivery Needs of the IEP. In this situation, supplementary documentation sources specifying the ABA services being provided is required to include type of personnel providing the ABA therapy and the duration/frequency of such therapy. The documentation should match the ABA services that will be included with the IEP amendment.

For additional detail on required documentation data elements and all other program regulations, please refer to the *School-Based Medicaid Program User Guide* (revised 2014), *SBMP Administrative Guide*, and *SBMP RMTS Guide* (revised 2015), as well as the *Municipally Based Health Services Bulletin 9* (October 2003), *Municipally Based Health Service Bulletin 10* (January 2004), and the Provider Contract.

It is the responsibility of the LEA to ensure that all subcontractors, including private schools, Chapter 766 schools, and collaboratives, maintain proper documentation of all autism services provided. Refer to the Massachusetts Department of Elementary and Secondary Education memo on the documentation of services and form 28M/12 available at <http://www.doe.mass.edu/news/news.aspx?id=6695>, dated February 23, 2012.

Other Considerations

Section 4.3B of the School-Based Medicaid Program Provider Contract details the LEA's responsibilities regarding the security and protection of Protected Information (PI) as it relates to the School-Based Medicaid Program. Each LEA should review this section in detail. Steps should be taken to ensure that all obligations are being met by the LEA and any subcontractors, such as billing agents.

PI shall mean any "Personal Data" as defined in M.G.L. c. 66A; any "Personal Information" as defined in M.G.L. c. 93H; any "Patient Identifying Information" as defined in 42 CFR Part 2; any "Protected Health Information" as defined in the Standards for Privacy of Individually Identifiable Health Information, at 45 CFR Parts 160 and 164; and any other confidential, individually identifiable information under any federal and state law that the provider uses, maintains, discloses, receives, creates or otherwise obtains under this Contract.

Information, including aggregate information, is considered PI if it is not fully deidentified in accord with 45 CFR § 164.514 (a), (b), and (c). (See *School-Based Medicaid Program Provider Contract, Section 4.3.A.4.*)

Questions

For additional assistance or clarification, please contact the School-Based Medicaid Program at SchoolBasedClaiming@umassmed.edu or 1-800-535-6741.



HAWAII GOVERNMENT EMPLOYEES ASSOCIATION
AFSCME Local 152, AFL-CIO

RANDY PERREIRA, Executive Director • Tel: 808.543.0011 • Fax: 808.528.0922

The Twenty-Ninth Legislature, State of Hawaii
The House
Committee on Health and Human Services

Testimony By
Hawaii Government Employees Association

March 12, 2018

S.B. 2925 – RELATING TO THE PRACTICE OF BEHAVIOR ANALYSIS

The Hawaii Government Employees Association, AFSCME Local 152, AFL-CIO strongly supports the purpose and intent of S.B. 2925, which seeks to clarify the scope of licensure for individuals providing behavioral health analysis in a school setting. This measure further ensures that services identified in a student's Individual Education Program (IEP) shall be provided by licensed and credentialed professionals.

As currently written, existing statute may be interpreted to include all behavioral intervention services provided to all students by all employees. This interpretation adversely affects the ability of approximately 800 behavioral health employees in our school system, jeopardizing their ability to provide these needed services.

This measure seeks to clearly identify the scope of behavioral analysis service delivery. We strongly support the purpose of this bill, which will ensure the continued provision of necessary services to this vulnerable student population, and protect the hundreds of positions potentially adversely impacted by the current interpretation of statute.

We strongly support and urge the passage of S.B. 2925.

Respectfully submitted,


for Randy Perreira
Executive Director

SB-2925-SD-1

Submitted on: 3/12/2018 8:12:21 AM

Testimony for HHS on 3/13/2018 8:30:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Melodie Aduja	OCC Legislative Priorities Committee, Democratic Party of Hawai'i	Support	No

Comments:

SB-2925-SD-1

Submitted on: 3/11/2018 10:00:07 PM

Testimony for HHS on 3/13/2018 8:30:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Brian Burdt	Individual	Support	No

Comments:

SB-2925-SD-1

Submitted on: 3/11/2018 10:00:54 PM

Testimony for HHS on 3/13/2018 8:30:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Bonnie Koba	Individual	Support	No

Comments:

SB-2925-SD-1

Submitted on: 3/12/2018 6:47:31 AM

Testimony for HHS on 3/13/2018 8:30:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Jeanette White	Individual	Support	No

Comments:

3/13/2018 SB2925 SD1

Good morning,

Chair Mizuno, Vice Chair Kobayashi and members of the House Committee on Health & Human Services:

My name is Jeanette White. I'm writing on my behalf of my 5 year old son.

Currently, my son is no longer in the DOE special education system because I have had to pull him out and place him privately where he can get the Applied Behavior Analysis (ABA) services he needs from the appropriately trained and licensed individuals. The DOE did not allow insurance-covered behavior analysis to happen on campus during school hours and they would NOT provide it for my son.

We are fortunate enough to be able to send my son to private school through a settlement with the DOE where he is currently receiving appropriate services. We may not be so fortunate come August.

SB2925 SD1 along with SB2520 will, I hope, pave the way for the DOE to start providing services that they falsely claim they are already providing.

Senators Dela Cruz and Kidani have been integral in helping us with the DOE, but we still need your help.

Please pass SB2925 SD1 so my son and many others who are fighting for support from the DOE can start to see some kind of positive change for our children.

I SUPPORT this bill with the hope that you will not allow the DOE to continue further harm my child and others that need similar support.

I appreciate any help that we can get to achieve this goal.

Sincerely,

Jeanette White

Email: jeanettew1@yahoo.com

COMMITTEE ON HEALTH & HUMAN SERVICES

Rep. John M. Mizuno, Chair

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Rep. Lei R. Learnmont

Tuesday, March 13 2018 8:30 pm
Conference Room 229, State Capitol

SB 2925 - SUPPORT

Tracey Kashiwa

1503 Emerson St #4 Honolulu, HI 96813 | Oahu

turtlettk@hotmail.com

We fight, like there is no tomorrow. ALL kids deserve the same education! Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

Mahalo for your opportunity to testify on this bill.

COMMITTEE ON HEALTH & HUMAN SERVICES

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SB 2925 - SUPPORT

Denise Thornton - PARENT
PO Box 226 Keaau, Hi 96749
deniserhornton808@yahoo.com

My daughter is in need of ABA therapy. Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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SB 2925 - SUPPORT

Maggie Gaylor

91-2049 Kaioli Street #2704, Ewa Beach, HI, 96706

maggie.gaylor@yahoo.com

Prior to becoming an RBT I was an under-trained worker in the DOE as a skills trainer. Now that I have been trained, tested, and properly supervised I can see the true difference between a skills trainer and a RBT. I am able to now work so much more efficiently for my clients and provide them with the best care. I have been able to see children go from sitting alone in a corner all day flourish socially and initiate play with their peers. I have seen children who don't talk learn to say "Mama" and the tears well up in that mama's eyes. I have seen children who were so frustrated because they couldn't communicate their wants and needs that they would bite themselves and now they can say "I need a break." These children deserve every chance they can to succeed and we can't wait for them to fail before we give them the help they need. Our Keiki deserve better, they deserve the best!

Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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SB 2925 - SUPPORT

Alyson Morita

47-465 Hui Aeko Place Kaneohe, HI 96744

amor.620@hotmail.com

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SB 2925 - SUPPORT

Randi Lee
2256 Liliha St. | Oahu
randi.lee86@gmail.com

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SB 2925 - SUPPORT

Richard Elg - PARENT

1620 Ala Aoloa Loop | Oahu

rich_elg@hotmail.com

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SB 2925 - SUPPORT

Stacey Kuhn, MS, BCBA, LBA

1253 S Beretania St, Suite 2710 Honolulu HI 96814 | Oahu

staceykuhn@kuhnbc.com

My name is Stacey Kuhn, Board Certified Behavioral Analyst and Licensed Behavior Analyst in the state of Hawai'i . I am the founder of Kuhn Behavioral Consulting Services, a Kama'aina company, and Behavioral Health Center of Excellence accredited provider in the state of Hawai'i , and I have over 24 years of experience in the field of Behavior Analysis.

Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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SB 2925 - SUPPORT

Emily Ferguson

195 Clarey Pl | Hawai'i

emilyquinn1616@gmail.com

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SB 2925 - SUPPORT

Daiquiri Hammond

142 Reno Rd. | Hawai'i

naturenymph555@gmail.com

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SB 2925 - SUPPORT

Jackie Gailey
115 Kilu Lane | Oahu
gangstaj08@gmail.com

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SB 2925 - SUPPORT

Heidi Nobmann

67-249 Kiapoko Street | Oahu

heidinobmann@me.com

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Tuesday, March 13 2018 8:30 pm
Conference Room 229, State Capitol

SB 2925 - SUPPORT

Diana Powell

91-2290 Kanela Street Ewa Beach HI 97606

dpowell@acesaba.com

A lack of qualified behavior analysts in the DOE setting overseeing much needed ABA services for students with autism is unethical and dangerous, in addition to violating several federal laws including I.D.E.A, F.A.P.E., and the American with Disabilities Act. As a Board Certified Behavior Analyst (BCBA) and Licensed Behavior Analyst (LBA) in Hawai'i, I have unfortunately seen the results of lack of qualified personnel in the public school settings firsthand. The result is a dangerous setting for our keiki as well as school personnel; too often children are injured unnecessarily due to untrained, uninformed staff and a lack of qualified behavior analysts overseeing the treatment of students with autism and related developmental disorders.

Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Tuesday, March 13 2018 8:30 pm
Conference Room 229, State Capitol

SB 2925 - SUPPORT

Lara Bollinger, M.S.Ed. BCBA, LBA - lara.bollinger@gmail.com
61-280 Kamehameha Hwy. Haleiwa, HI | Oahu

First, thank you all so much for passing Chapter 465-D, to ensure the licensure of Behavior Analysts. I am writing in support of SB2925. Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

1. In my experience, keiki who are exposed to quality behavioral programming can make significant progress while those that are exposed to sub-par programming can develop additional challenges, stall in their learning, or regress. Waiting for our keiki to fail will cause more problems in the long run and is unfair to them and their families.

2. Treating behavioral and learning difficulties as a reactive strategy is just plain wrong. Our goal as professionals is always to prevent problems. Doctors do preventative "well child" check ups to catch problems early and treat them before little problems become big problems. The same can be said for good Applied Behavior Analysis (ABA). We should not be waiting until students are failing before Licensed Behavior Analysts (LBAs) are called to be part of the team.

3. The Individuals with Disabilities Education Act (IDEA) requires that students are given access to a Functional Behavioral Assessment (FBA) anytime that their behavior is impeding their learning or the learning of others. In Hawai'i, Chapter 465-D requires that the FBA is completed by an LBA or a Licensed Psychologist with ABA in the scope of their practice. By not completing this FBA, the Department of Education is opening itself up to many due process cases and potential lawsuits.

COMMITTEE ON HEALTH & HUMAN SERVICES

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Tuesday, March 13 2018 8:30 pm
Conference Room 229, State Capitol

SB 2925 - SUPPORT

Sierra Whittington

123 Koloko Ct Unit 101 Wahiawa HI 96786

sierra.whittington@icloud.com

Our kids need ABA services. I've experienced so many miracles since I've started providing ABA services. These one on one services provide so much help to these kids and it's important that we keep these services for families and for schools. I have one mom terrified for her kiddo if these bills are passed. She states, "If this happens, this will affect my kid tremendously. He doesn't have his RBT for in school, but he does have her for our home services. A psychologist, whom he already has, will replace his RBT if this bill passes. Which will not be good! His psychologist sees him once every 90 days to redo his prescriptions. How do they expect her to understand his home environment, his behavioral problems/anger issues, in her office?! How is she going to help him with social skills and how to cope with everything, in her office?! She puts a band-aid on his behavior with his medicine, but she doesn't help it go completely away. His RBT helps a lot with his at home behaviors and keeps him on track. Helps him to cope when he is upset and gives him options. If this is taken away from him, it won't just be bad for my child; it will be bad for all of us. He has come a long way, and this will make him backtrack and spiral out of control. Praying for all the kids that could potentially be affected by this.

Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Rep. Lei R. Learnmont

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Conference Room 229, State Capitol

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Joy Oliveira | HC1 Box 4015 | Hawai'i | JoyMoana21@gmail.com

I am a Special Education Teacher from the Big Island of Hawai'i. I would like to submit testimony to share that there is a devastating impact when Applied Behavioral Analysis (ABA) and services for our keiki are not provided or done so by unqualified personnel. In addition to our keiki, I beg you to consider the negative impact the lack of adequate services and providers have on all students and our hard working teachers in Hawai'i. Not just the child requiring services is impacted, but all students witnessing classroom behaviors are impacted on a daily basis. The longer we wait to install appropriate services, the longer the students miss critical instruction. I personally witnessed unqualified people developing and implementing inappropriate strategies and the results were truly devastating. Not only were some interventions suggested highly inappropriate, but also some were emotionally and physically harmful. As an emergency hire teacher, I was asked to complete Functional Behavioral Assessments and develop Behavior Support Plans for my students and assist in daily implementation. Admittedly, I was not adequately trained, and my coursework had not covered this task in depth. I was instructed that as a Special Education teacher, we are already qualified to support students. This was not accurate and I desperately needed help, my students needed help. I needed the daily access to specialized knowledge and support of a Registered Behavioral Technician. I needed them to monitor behavior and collect data and under the supervision of a BCBA, modify plans as necessary. I needed to be able to manage my classroom and focus on teaching all of my students. The School Based Behavioral Health (SBBH) employee was also a licensed counselor had been instructed to assist me. She and I expressed that neither of us were sufficiently trained in Behavioral Analytical Practices. We needed access to personnel for clarification, and be supported appropriately to improve outcomes for our students. After completing a forty-hour training for Registered Behavioral Technicians nearly two years ago, I affirmed my belief that appropriately developed strategies would absolutely and positively impact students especially within the school setting. I truly believe it is necessary for Functional Behavior Assessments and the development of Behavioral Intervention Plans require the direct supervision of a Board Certified Behavioral Analyst (BCBA) or individuals who can certify that they possess adequate training. Students who spend the majority of their day in school, are already failing, we cannot afford to continue to wait for the provision of services where they spend the majority of day, in the school setting. Additionally, all personnel providing services should meet the basic credentials that a Registered Behavior Technician or a Board Certified Behavior Analysts possess. This is the most vulnerable population of our keiki who need us to responsibly provide services through qualified professionals that are trained specifically

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conduct a Functional Behavioral Assessments, develop interventional strategies based on data. Teachers need support for their students so that they can succeed. I am asking, for the sake of both our students and our teachers for your support in ensuring we truly provide what is best for our keiki.

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Nicole Domingo

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I worked in the school for 5 years with children with autism before starting at my current job at a center where we do ABA treatment for children with autism. I learned so much more about autism and how to support and work with children with autism. I wish I had my knowledge of ABA when I was working in the school.

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Cheryl Ebisui

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Catherine Wilson, M.Ed., BCBA, LBA, LMHC | PO Box 375 | Kauai
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Dear Member of the Committee,

Thank you for the opportunity to testify. I am Catherine Wilson, a Board Certified Behavior Analyst and a Hawai'i State Licensed Behavior Analyst. I am also in my last year of a clinical psychology doctorate degree. I own and operate a local behavior company, ABA Positive Support Services.

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The DOE needs to work hand in hand with ABA providers. Behavior is synchronous to learning.

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Brandi OCallaghan
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I work with special education students and they need these services. If we wait for students to fail then they are already missing concepts and relationships instead of modifying it for them from the outset. Students who are allowed to struggle and fail, when we know they need help, feel horrible about themselves. This attitude can become permanent and they will always be stunted emotionally. We want our citizens to feel capable and valued. Our entire society benefits from early interventions.

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Ariel Keaunui

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I am currently an RBT on Oahu. Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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ANONYMOUS TESTIMONY

I've been in ABA as a RBT for 3 years and received ABA services for my brother for 5 years and taught for 2 years in the DOE setting with special needs and after being on all sides of this I strongly believe that ABA is a mutually beneficial experience for everyone. The story of applied behavior analysis in education in the United States is inextricably tied to the significant increase in Autism Spectrum Disorder (ASD) diagnoses among school-age children that emerged in the mid-1990s. Suddenly, classrooms were overwhelmed with special needs children who exhibited sometimes severe behavioral issues, impacting both their own education and the schooling of others. With that being said again I strongly believe that ABA is beneficial to all parties in the classroom; teacher, student and families.

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Sheleah Watson – PARENT

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sheleahdiego@yahoo.com

Please think about our Leuko. My son is autistic and really needs this service to help him function and become independent and be self-sufficient, as he becomes an adult.

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Melinda Seymour
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Elizabeth Hand
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bugdragoo@gmail.com

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Suzanne Machos

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Kyle Machos

47-736 Akakoa Place #2, Kaneohe 96744

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Mahalo for your opportunity to testify on this bill.

I respectfully request that you consider the language as submitted by the Hawai'i Association for Behavior Analysis (HABA). I believe this language provides psychologists, teachers, and caregivers the necessary protections, while also protecting our keiki and other recipients of ABA services.

Mahalo for your time and consideration.

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Denby Siemer

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Lauralei Tanaka
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Aloha, Our keiki need individuals who are educated and schooled in behavior analysis, not simply baby sitters. We need individuals who have been trained and who are required to receive continuous training to work with our children in order to keep them safe and to make sure that our children are taught using evidence based methods to help them reach their full potential.

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Yvonne San Agustin
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Kristen Holdaas
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Brian San Agustin
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Nancy Trujillo Sisemore
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Rebecca Seiter | 352 Aina Lani Pl, Kauai, HI 96746 | rebeccaseiter@yahoo.com

I am a Registered Behavior Technician on Kauai doing home visits with school-aged children diagnosed with Autism. While I believe that ABA therapy in the home is important and relevant to changing a child's overall behavior and skills, I have also come to realize how important it is to have that balance during the school day with consistent ABA techniques as well. It is counter-therapeutic to provide ABA structure in one setting and not in another. It allows the child the opportunity to operate with one set of rules during the school setting and then with another set of rules in the home setting. Behavior becomes setting-based, which is not allowing them to truly develop much needed skills, and often hinders overall mastery and progress.

Additionally, with ABA only in the home setting, it is extremely difficult to communicate regularly with the daily school providers to see what strategies are being used or are effective. Likewise, there is no way to model across settings what therapies are being used in the home that are making significant progress there.

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I hope my thoughts are helpful. 808-634-0397

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Erin Stephenson
36 Puu Hale St.
erinam.step@gmail.com

Please do the best for our keiki! Families need all the services they can get access to. This is so important for the development of our kids! Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Brandi Barretto - PARENT

PO Box 30343 | Oahu

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My son received three years of “ABA” therapy in which his behavior support staff were constantly changing. Of 6 interventionists, only one was a Board Certified Behavior Analyst (BCBA). Targets and goals were met consistently and efficiently ONLY when the BCBA supervised his case. Anything less was a waste of valuable learning time.

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April Woolley

66-939 Kiekonea Way | Oahu

acasey@Hawai'i .rr.com

Licensed Behavior Analysts can help our keiki reach their fullest potential. Children in our public schools, in need of ABA, are currently receiving limited support, or no support at all, due to unnecessary barriers and a lack of collaboration. We respectfully request the committee consider this issue in light of the current bill and work with stakeholders to eliminate barriers to service. Medicaid is also required to cover ABA services s Chapter 465-D states, would allow the HIDOE access to potentially millions of dollars in federal funds for our keiki.

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Jordan Hall

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Kahoni Rowland

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Lauren Kapp

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I have been a skills trainer for 5 years and an RBT for 2 years. I am scheduled to take my BCaBA exam this month. Having gained the knowledge I have of Applied Behavior Analysis, I can now see the difference in programs that utilize ABA appropriately versus those that do not. ABA in untrained hands can actually make behaviors worse, further hindering the life of the client and their family. I have witnessed the result of what happens when ABA is not used correctly in schools. It is detrimental to the student, and the entire learning environment. I can't stress enough how important it is to have trained individuals assessing, creating and implementing behavior change programs.

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Jessica Huggins

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Jackie Belding

3-2600 Kaumualii Hwy, STE 1300, PMB 340

Lihue HI 96777 | Kauai

jackiebaker15@hotmail.com

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Julian Leigh

134 Kapahulu Ave. #916, Waikiki 96815 | Oahu

msjulianHawai'i@hotmail.com

I have worked for ten plus years as a Skills Trainer in Hawai'i Public School Special Education classrooms. Most teachers and most school administrators I have encountered are ill-equipped to assess and provide services required by each unique special needs student. There is inconsistency in the behavioral programs designed, as each teacher and school administration approach the child with their own priorities and level of expertise. The inconsistency that results is extremely damaging for our children with special needs and stifles their potential. ABA is the national standard for assessing and addressing the needs of these children and Hawai'i DOE must welcome that standard of service provision into our classrooms.

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Hannah Risko

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GIGI CALI - PARENT
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Gigi.sean@yahoo.com

Providing additional support in the school environment will allow educators and parents to work as a team by increasing communication, increase observations, implement positive reinforcement at the appropriate time. RBT also provide support to DOE educators to focus on the classroom as a whole oppose to giving attention to a student who needs behavioral support. My son has made an astronomical advancement in his speech language social skills as well as his academic learning. He is currently having more time in the gen ed environment where he can learn from his peers. Without RBT these children will lose the ability to learn because RBT provides the child opportunities to succeed and assist these students to working through their challenges and giving family's hope that their child will survive and become independent. RBT is not only an advocate for students but a liaison between educators and family

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Mahalo for your opportunity to testify on this bill.

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Cori Webb

58-372 Kamehameha Hwy | Oahu

coriwebb86@gmail.com

ABA is vital in these children's lives! We make a difference!! Educate yourselves!! Understand what we do and how it works!!

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Rochelle Hall - PARENT
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My daughter has been approved for ABA but the school refuses to allow the providers on campus and they do not provide the support my daughter needs to access her curriculum. She struggles daily, particularly socially and deserves to have this support during her remaining years in school. We met Superintendent Kishimoto on September 18 when she came to speak on the Big Island. That day we asked her what families like us are supposed to do and she told us she needed time to get data and now this bill is introduced. It is disrespectful and disheartening. I expect more of our public schools. My daughter deserves better from us. All of us.

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Kind regards,
Rochelle Hall

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John Lopez
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As an advocate and a professional in the field, I have heard and experienced the tyranny of low expectations in our education system for children with significant developmental delays. ABA providers that I work with have made significant impacts for the children that we work with in home and community based settings. It is always the limitations of the school that parents mention to be what is "holding them back". The fact that ABA providers would be limited to home and community based settings vs Speech and Occupational therapists which perform skills across all settings, limits their ability to impact our keiki's lives to their full potential. Furthermore, teachers need this help. Many teachers that I have met are burnt out and underprepared. They deserve to have help in managing and preventing challenging behaviors. Do what's right, this bill, as is, is believed to violate several federal laws; I.D.E.A., FAPE, and the American with Disabilities Act (ADA). We stand firmly in support of our teachers and keikis' having access to appropriately licensed and qualified behavior analysts in the DOE setting.

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Do the right thing for our Keiki!!

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Rebekah Walker

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Kristine D. Dickson

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All people with disabilities have a right to effective treatment. For some this may be applied behavior analysis. This is Federal Law. All students should be able to access services they find meaningful. It is time for egos to step aside in this arena of the DOE versus behavior analysis. It is time to realize we need to come together and respect each other for the good of our community.

Do the right thing for our Keiki!!

Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Beau Laughlin, M.S. BCBA

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Sara Sato

2241 Kauhana Street Honolulu, Hawai'i 96816

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My name is Sara Sato and I am an Board Certified Behavior Analyst (BCBA) who has experience as working as a special education teacher and a contracted BCBA in the Hawai'i DOE. I also have previously worked in schools in the San Francisco Bay Area as a BCBA consultant. Having experiences in these settings have given perspective to what models are successful in supporting and teaching students with disabilities as well as structures and systems that fail. Unfortunately, the Hawai'i DOE is more often than not failing to provide the necessary, adequate, and appropriate supports for their special needs students.

One area I find to be the most lacking in the Hawai'i DOE system is the understanding of what ABA is. Applied Behavior Analysis (ABA) is NOT just a way to address challenging behavior. BCBA's are not only necessary to teach a child to stay on task. ABA is the science of teaching. As BCBA's we can look at any situation, break it down into components, examine what might be wrong, look at the objective, and utilizing the principles of behavior and effective teaching, develop a game plan to reach our terminal goal. While this may sound simple, and in theory it really is, our work as Behavior Analysts is constant, systematic, and consistent analyzing of our objectives and making changes based on data to produce meaningful changes in our clients lives. Simply put, teacher's are not put through the same type of training and methodology during their course/field work. For many BCBA's who have masters degrees in special education, an additional 6 or more course sequence plus 1500 fieldwork hours are required to even qualify to sit for the exam. Just these requirements alone show a huge discrepancy in the general experience of a special education teacher and a BCBA. There are numerous FANTASTIC teachers and scores of EXCELLENT BCBA's in Hawai'i. Both groups come from different backgrounds and different skill sets. The bottom line is we want to provide the BEST education that can be provided to our Keiki. It's not a matter of one group or the other, it's working together, celebrating our individual strengths and supporting our areas of need to turn our failing education system into one that we all can be proud and confident of. Our Keiki and our future are so deserving of this.

Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied

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during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Geri Pinnow – PARENT & Luke Pinnow - SELF-ADVOCATE

Ewa Beach, Oahu | gpinnow@rocketmail.com

Do the right thing for our Keiki!! Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

Say no to Luke. That is what the Department of education said to him as a preschooler and continued to say now as a senior. There are people who have the skills just waiting to help him access his education but DOE says NO! Is Luke not deserving and kids just like him? His Christmas card to me was I'll be brave Mom. Really? Is this a war where your son writes home and says he'll be brave? No mother of a 17 yr. Old high schooler in 2017 should get a Christmas card that says, "I'll be brave." But that is what Luke is trying to tell us. He's had to fight for access to his education. Can you imagine all the non-verbal keiki with autism and what they'd tell you? Imagine with me when we leave this world that these sweet angels will thank us for trying to help. Will you do the right thing? Kids can't wait year after year. We are having them experience year after year of cruelty. Why? The teachers are asking for help, they see the potential in the children, the parents and the community as a whole know the help exists, the children are literally crying for help, and the DOE says, "Will not!" Help exists, the choice is yours. Will you help our state and tell the DOE to let help in now!

We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill. Mahalo for your time and consideration. Help Luke get ABA in the DOE <https://www.facebook.com/forourkeiki/videos/541725256208502/>

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Ashley Brown - PARENT

iambamaa4@gmail.com

My name is Ashley Brown. We are an Army family with two sons. We've lived in Hawai'i for almost eight years now, own a home in Waialua and vote in Hawai'i. My husband has served over twenty five years to date and is still on active duty. He's served three tours of duty in Iraq and has two purple hearts for wounds received in combat in Iraq. As his wife I'm also sad to say that he suffers from the effects of Traumatic Brain Injury and PTSD. Despite this he still works long hours to defend our country and support our family with little to no support from state resources.

Our son Bowen Brown is 15 yrs old and just spent over 150 days locked up in 2 different acute care inpatient wards not equipped to deal with autism. He spent over 60 days at Queens and then 90 days in the UCLA psychiatric unit.

We recently had to send our son 4,700 miles away from family to try and receive needed autism behavioral services. As I speak/write, our son is currently in Virginia while I, his mother is here in Hawai'i. This is where he'll stay for the foreseeable future.

We are trying to get him help in residential program that is only approved for 5 months. We desperately need a functional behavioral assessment (FBA) by Licensed BCBA to identify target behaviors that cause danger to his school and our Waialua community.

We requested, last August, an FBA and IEP with behavior plan to address Bo's dangerous behaviors. We also requested that Waialua Elementary school to help enroll Bo in Child and adolescent mental health. We were hoping for a team effort to help us address Bo's behaviors.

Instead DOE placed Bo on 8 hrs a week homebound services with zero access to any FBA or ABA services or speech therapy. Child and adolescent mental health refused to help us until he was discharged from Queens and Department of Developmental services turned him down because his IQ score was 3yrs old.

So DOE, DDD and CAMHD have denied all services to help address Bo's dangerous autism behaviors. Behaviours such as breaking out of his home, running into traffic, and episodic violent behaviour against

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both family and strangers. All of these behaviours are clearly dangerous to our community and often results in avoidable tragedies nationwide as we see so often in the news.

To summarize our situation: the DOE offered zero support or help to to address Bo's behaviors and instead he was placed into a homebound program with 10 hours a week of educational services. And now, as a result, we had to leave our child 150 days in a acute psychiatric hospitals and then ship him off to Virginia. That is neither Aloha or supportive of the Ohana.

Now we are less than 4 months with a discharge date from Residential care paid by Tricare and DOE refuses speech therapy and an FBA to help facilitate safe transition to Waiialua community and school. Without an FBA and ABA we can't address or help Bo with these dangerous behaviors.

So to summarize, our son is over 4k miles away from home with a return date in 4 months and we can't get DOE to plan and assist with his transition back to school and community. We desperately need an FBA and ABA therapy to address his behavior so he doesn't end up back in Queens cycling in and out until he ends up hurting someone in our community.

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Katrina Dangleman

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Our children deserve quality professional care from those who are qualified in the field of ABA.

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Nadia Todd

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As a behavior analyst, I have worked in the field for 5 years. I have seen how people with autism are greatly affected by ABA services and without these services, would be highly detrimental. I firmly stand in support of teachers and children having access to appropriately licensed and qualified behavior analysts in the DOE as they are the only professionals who are certified and licensed to provide these services. I have directly been a part of the substantial effects and changes children can make with ABA services in the DOE provided by licensed and qualified behavior analysts. These services provided by professionals is the only way for children on the autism spectrum to reach their highest potential.

Our children deserve quality professional care from those who are qualified in the field of ABA.

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Lilly Atwell
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Mahalo for your opportunity to testify on this bill.
Please malama our keiki.

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Abbas Zaidi

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I have a 6 year old special needs daughter Mishal currently enrolled in Mililani Mauka Elementary. Starting at age 18 months she received DOH's early intervention (EI) speech and physical therapy - she also attended Kama'aina kids for a year before enrolling at the local elementary school at age 3. At age 5 and a half the pedi at Kaiser referred us to a specialist behavioral therapist MD who initiated the ABA process after 3 months of further evaluations. It has just been 9 months under a BCBA two twice a week for 3 hours a day and already we have seen a sea change in her personality. Mishal had a dangerous habit of getting out of hand grip suddenly and running off. Once she snapped her hand out of mine and ran onto main Kalakaua Ave stopping traffic ; twice ran off in Pearl Ridge mall where we had to notify security ; and eating out with the tantrums and screaming was out of question. We stopped going out altogether. 9 months of ABA coaching and she now stands next to the car with one hand on the door waiting for the next instruction ; has learnt the rule that once outside the front door she needs her hand to be held to walk ; and we are ecstatic about the increase in vocabulary and expression... but the greatest milestone has been her ability to brush her teeth and use the bathroom independently. We were using on average ten pampers number 7 diapers for her daily - only available from babys'r'us - now we are down to only three a day. The BCBA accompanied us through 2 IEPs at the school and it really helped streamline, improve and better focus some of the goals. To bring synergy where DOE, DOH and insurance are all working together for the best interest of the child there should be an onsite BCBA as part of the school. This will give equal opportunity to every child to be professionally evaluated, assessed, the parents guided on the IEPs and these children access to the ABA methodology in the critically formative years.

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Ebony Fuller

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I am an RBT for Mau Loa Learning, I have been working in ABA for over a year now and i strongly believe that all of our children on the spectrum should have the right to access ABA services in school. ABA is an evidence based practice that makes monumental positive behavioral changes for those on the spectrum, which then allows for successful skill acquisition. This therapy helps not just the individual receiving the therapy but it Also heavily impacts those who are surrounded by him or her whether at school, home or out In the community. It is important for our kids to have ABA in school as it is a completely different environment which Calls for one on one support which our teachers cannot provide on a consistent basis as they also have other children in their class to watch over and teach. Why anyone would want to remove or limit the access to ABA for our kids in the school system makes no sense as ABA only allows for better behavior management which then in turn opens up the doors for endless learning and generalization of their skills! I am a witness of the positive changes that ABA makes In our kids lives.

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Burton Clausen

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burt.clausen@live.com

To whom it may concern, I am the parent of a 5 year old who is currently in the DOE Pre K program diagnosed with Autism Spectrum Disorder. He is involved in many supportive therapies outside of the school as it has been a struggle to get any support from the DOE. My child has multiple behaviors that are unfortunately not able to be appropriately addressed as the support we have received from the DOE is minimal. Requesting the help of a licensed behavioral analyst is key to providing my child with an appropriate education. His current Functional Behavior Assessment (FBA) was completed by a guidance counselor who just doesn't have the full education/experience to adequately evaluate my child. It is important that my child be able to having a FBA conducted by a licensed behavior analyst (LBA) so his IEP can reflect his needs. He has every right to receive an education that will make him successful.

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Christine Kim Walton, PhD, BCBA-D, LBA | Executive Director, Behavior Analysis No Ka Oi, Inc.

To my knowledge, I am the only Licensed Behavior Analyst and Psychologist in the State of Hawai'i , which affords me a unique perspective on this legislation. I spent 5 years completing my PhD in Psychology with an emphasis in Behavior Analysis from West Virginia University. I became a Board Certified Behavior Analyst in 2000. Upon returning back home to Hawai'i in 2003, and over the course of the next four years, I respecialized in Clinical Psychology at the University of Hawai'i , a program which included an American Psychological Association (APA) accredited internship at the Veteran Affairs (VA) and a year of postdoctoral experience. Having received education and training in both Behavior Analysis and Clinical Psychology programs, I would like to share my experiences and insight into the differences between the two training paradigms. Applied Behavior Analysis (ABA) is not typically in the scope of practice for many psychologists. In fact, there are only a handful of Clinical Psychology programs in the country that offer a subspecialty in ABA. Even though some Clinical or Counseling Psychology programs offer training and coursework focusing on people with Autism Spectrum Disorders (ASD) or broader training on people with Developmental Disabilities, the training is not necessarily behavior-analytic in nature. Rather, the training focuses on diagnostic assessment tools, such as the administration and interpretation of psychological test measures for people with ASD or broad training in family therapy for parents of children with ASD. To say that one is knowledgeable in ABA because they have received training on people with ASD is not sufficient. One must also receive specific coursework and training in ABA.

Furthermore, there are many schools of thought in psychology. A psychologist's orientation or and identity with a specific branch within psychology dictates treatment approaches. For example, some branches of psychology focus on understanding the underlying personalities of the person, which may result in specific approaches not being based in scientific methods, but rather more 'eclectic' in nature. ABA, however, is a science based on principles of learning theory, which again, may or may not be the philosophy of general psychology programs. Additionally, some psychology programs may offer training in behavioral approaches that are based on cognitive behavior therapy (CBT) and not ABA. CBT combines behavioral and cognitive interventions to modify maladaptive thoughts, self-statements and beliefs. While CBT is efficacious, the training and implementation of CBT is different than the training and implementation of ABA procedures.

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As well, there are behaviorally-orientated psychology programs that provide education and training in ABA. Psychologists who have received specific education and training in ABA have the experience and the demonstrated competency to be able to practice ABA without being licensed as a behavior analyst. Psychologists should continue to supervise trainees, paraprofessionals, and others in accordance with the licensure laws of their profession. The behavior analyst licensure does and should not restrict psychologists who have the experience to practice within their scope of competency or restrict their supervision, which I believe was not the intent of the law.

Finally, other bills relating to behavior analysis this session propose an amendment to open up who can practice ABA as a direct support worker. Legislators are being led to believe that a credential from a “national certifying agency” is equivalent to the Registered Behavioral Technician (RBT) credential from the Behavior Analyst Certification Board (BACB). I have supervised doctoral students in Clinical Psychology programs and students in Mental Health Counseling programs. As practicum students at my clinic, I require any student, regardless of their discipline, to become a Registered Behavioral Technician (RBT) to implement ABA. The RBT sets forth rigorous standards on training, competency assessments, and ongoing supervision. Allowing other national certifying agencies, outside of the RBT, would dilute the rigor of ABA programs and place clients in significant harm.

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Aloha,

On July 4th, 2017 the BBC news published an online article about the Maori language of New Zealand expanding its vocabulary by 200 words and phrases to describe mental health among other issues. One of the keywords that means the most to me to learn is "Takiwatanga", meaning "his or her own time and space" as the Maori's description of Autism.

I've known since his birth that my son was in his own time and space. It took the rest of the world five and half years to realize it too. He was "so smart", "too sweet", and "just normal enough" that no one wanted to see it until the most difficult of his behaviors in our settings happened in theirs.

Screaming, self-harm, physical aggression, and elopement which resulted in his school losing him for 45 minutes all had to happen before a skills trainer was provided by the DOE. The grace by which my child was returned by a retired couple in the neighborhood can never be thanked enough.

I'll say it again and please, read each word slower... It took losing my five year old child for 45 minutes, cops called, all disposable staff dispersed to help look for him, and me trying to drive 13 horrific miles to get from work to school before he was seen as a priority by the DOE.

Meanwhile my insurance had allotted six hours of ABA therapy based off what "data" the school had provided prior to the elopement and an initial analysis by the only ABA services taking clients on the island of Oahu at that time. Those six hours are precious and not one of them can be used in class. Not one.

Instead, a "skills trainer" with half as much knowledge as an ASD mother armed with google is assigned to him from bell to bell. Equally as upsetting is the low wages these trainers are paid. Additionally, there is no obligation from the DOE to provide any continuity of skills trainers. Which is vital for ASD children. This is not a reflection of the good-intentions and big heart the skills trainers I've met have, but a hard stare at the severe lack of understanding, training, and ability to allow ASD children opportunities to advance.

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The talents, gifts, and attributes of all children would benefit greatly from many changes within our DOE, but today I can only testify on this change. Those 'In their own time and space' need specialists early, often, and in all settings to properly direct behaviors and teach appropriate skills to help them function in the surrounding world.

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Dawna Moriarty

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Phaedra Robinson
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I am a longtime special education here on Oahu and I have seen my students benefit immensely from the implementation of a well constructed program using applied behavior analysis [ABA] by licensed behavior analysts [LBAs]. My students would not have benefited from their education without it and even as highly trained as I am as a teacher, I could not provide the level of services and supports needed without having an LBA on the IEP team. They are invaluable members of an IEP team.

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Aloha Chairs, Vice Chairs, and members of the Committee,

My name is Dr. Amanda Kelly. I am licensed behavior analyst and formerly a licensed teacher. I would like to submit testimony today in SUPPORT of SB2925.

Whereas the Department of Health (DOH-DDD) has made several good faith efforts (such as commissioning a rate study, updating waiver standards to include Licensed Behavior Analysts (LBAs), as well as Registered Behavior Technicians (RBTs), and proposing a rate increase 20% above Medicaid rates), the Department of Education (DOE) has actively resisted and undermined efforts aimed at establishing an adequate workforce, despite several efforts made by community organizations and Universities, resistance from the DOE remains.

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Amanda N Kelly, PhD, BCBA-D, LBA

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Teachers | Hawai'i DOE

- 13,320 teaching positions in Hawai'i (HNN, 11/22/2017)
- 1,011 of current teaching positions are filled by emergency hires (HNN, 11/22/2017)
- 311 of our Special Education Teaching positions lack a licensed teacher (HNN, 11/22/2017)

Students | Hawai'i DOE ...although we should be looking beyond autism...

- 1,909 students reported to qualify for an IEP under autism (DOE testimony, 2/23/2018)
- 1,100 students with autism who require a 1:1 paraprofessional (DOE testimony, 1/31/18 for SB2520)
- 335 IEPs for children with ASD reportedly have ABA listed (according to DOE testimony 2018)

Licensed Behavior Analysts (LBAs)

- 30,000 behavior analysts worldwide (1/8/2018, BACB)
- 222 Licensed Behavior Analysts (LBAs) in Hawai'i (3/12/18, DCCA)
- 15 number of DOE employees who are licensed as a behavior analyst (1/5/18, DOE)
- 0 number of DOE employees working as a behavior analyst (1/5/18, DOE)

Registered Behavior Technicians (RBT)

- 586 Registered Behavior Technicians (RBTs) in Hawai'i (3/11/2018, BACB)
- 9 Registered Behavior Technicians (RBTs) in the Hawai'i DOE (1/5/2018, DOE)
- 0 number of DOE employees working as an RBT (1/5/18, DOE)

ABA in other States

- 31 states currently regulate the practice of behavior analysis (APBA)
- 46 states offer ABA services funded through health insurances; provided by licensed behavior analysts, and licensed psychologists practicing in their scope and experience
- At least 35 school districts have information about services available online (For Our Keiki)
- Schools in at least 14 states offer ABA services by BACB credentialed Behavior Analysts

Medicaid and ABA Services in the DOE

- Medicaid is required to cover ABA services for children, up to age 22 under EPSDT (CMS)
- This includes before and after school, as well as when school is in session
- In states where school-based Medicaid claiming is established (such as Massachusetts), Medicaid can

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reimburse for a percentage of ABA services, when those services are provided by a Licensed Behavior Analyst (LBA) and/or Registered Behavior Technician (RBT), as appropriate.

<http://www.mass.gov/eohhs/docs/masshealth/bull-2015/sbm-29.pdf>

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**MassHealth UPDATE: Coverage of Applied Behavior Analysis (ABA) Services
for Children with Autism Spectrum Disorder (ASD)**

December 7, 2015

Update from MAC's Autism Center and Massachusetts Law Reform Institute

- ◆ A new state law requires MassHealth to cover medically necessary ABA services for children with autism under age 21.
- ◆ ABA services are available to MassHealth members who have MassHealth either as their primary or secondary insurance.
- ◆ MassHealth also covers ABA services provided in an Individualized Education Program (IEP) through the School-based Medicaid Program.

FAMILIES:

Q. What types of MassHealth insurance covers ABA services?

A. Children under the age of 21 who have been diagnosed with autism and are covered by MassHealth Standard, CommonHealth and Family Assistance are entitled to medically necessary ABA services. Coverage is also available to members who have MassHealth as secondary insurance. ABA services authorized in a student's Individualized Education Program (IEP) are covered under the School-based Medicaid Program (see below).

Q. MassHealth is my primary insurance. How do I get ABA services for my child?

A: Children who have been diagnosed with autism and enrolled in managed care plans can access medically necessary ABA services through their managed care plans (Boston Medical Center Health Net Plan, Fallon Community Health Plan, Health New England, Neighborhood Health Plan, Tufts Health Plan - Network Health, or the Massachusetts Behavioral Health Partnership). An ABA provider from your managed care plan's network will need to request authorization for coverage from your the managed care plan.

Q. How do I find an ABA provider?

A. You must see an ABA provider in your MassHealth managed care plan network. Several managed care plans have tools to help you search for ABA providers:

For Boston Medical Center Health Net Plan, Neighborhood Health Plan, and Fallon Community Health Plan:

<http://www.beaconhealthstrategies.com/pages/MHABAResources.aspx>

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For Tufts Health Plan - Network Health:

<http://networkhealth.prismisp.com/>

If you have MassHealth as secondary insurance and your primary insurance does not cover ABA, you must see an ABA provider in the Massachusetts Behavioral Health Partnership (MBHP) network (see below for more on secondary insurance):

<http://www.masspartnership.com/member/FindAProvider.aspx>

The Autism Insurance Resource Center also maintains a [list of ABA providers](#) that can be used to help locate a provider.

Q: Where do I find an ABA provider for my foster child?

A: MBHP covers ABA for children in state custody.

Q: Where do I find an ABA provider if I'm in a Primary Care Clinician (PCC) Plan?

A: MBHP covers ABA for members in a PCC Plan.

Q: Is nonemergency transportation available for travel to an ABA provider in the same way as travel to any other covered behavioral service?

A: Yes, transportation is available for ABA services if requested by a physician using the MassHealth Prescription for Transportation (PT-1) form and approved. Information on how providers can complete this form is available [here](#).

Q: What if my provider's request for prior authorization of ABA services is denied or not approved for the number of hours requested?

A. You will receive a written notice from the health plan informing you of the denial and your rights to appeal the decision. You may be able to obtain free legal assistance to help you with an appeal. Information on legal assistance available in your area is available [here](#).

MASSHEALTH AS SECONDARY INSURANCE:

Q: What if my child has MassHealth as secondary insurance coverage, will my copays and deductibles for ABA services be paid by MassHealth?

A. Yes. The Massachusetts Behavioral Health Partnership (MBHP) will cover copays and deductibles for children with autism under age 21 who receive ABA services through private insurance (Employer Sponsored Plan or Qualified Health Plan) and have MassHealth as secondary insurance and are enrolled with MBHP. After delivering services, your provider

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will send an Explanation of Benefits (EOB) form to MBHP who will pay the provider for copays and deductibles.

Q: If I have MassHealth as secondary insurance coverage, do I need to choose a MassHealth approved ABA provider in order to have my copays and deductible paid?

A: You can choose any ABA provider in your primary insurance network, however, the provider must also be *authorized* to submit claims to MBHP for cost sharing in order for you to have your copays and deductible reimbursed. Being "*authorized*" differs from being a MassHealth provider and is an easier process. MBHP will complete a one-page, out-of-network agreement over the phone with the ABA provider. Providers can obtain information about authorization from MBHP by calling community relations: 1-800-495-0086.

Q: What does my child's ABA provider need to do so that my co-pays and deductibles are covered?

A. After providing ABA services, your provider will submit an Explanation of Benefits (EOB) to MBHP showing that cost sharing is due and submit a claim to be paid for the amount due. Providers can call MBHP community relations for information on being authorized to submit these claims: 1-800-495-0086.

Q: Can I get reimbursed for copays and deductibles that I have already paid?

A: Yes. MBHP is processing provider claims for cost sharing for dates of service back to May 18, 2015. Your provider should be willing to reimburse you for the cost sharing you have paid since then, and bill MBHP.

Q: Is my child covered for ABA services if we have MassHealth as secondary insurance and our primary insurance does not cover ABA services?

A: Yes. If your primary insurance does not cover ABA services and you have MassHealth as secondary insurance, medically necessary ABA services can be authorized directly by MBHP for a provider in MBHP's network. Your provider will need to submit to MassHealth an Explanation of Benefits (EOB) or a denial of coverage letter from your primary insurance showing that ABA coverage is not available.

PROVIDERS:

Q. What is acceptable evidence of medical necessity for ABA services?

A. Evidence of medical necessity includes a diagnosis of Autism Spectrum Disorder or Autistic Disorder/Asperger's Disorder/PDD-NOS from a qualified physician (e.g., developmental pediatrician, pediatric neurologist, psychologist with developmental or child/adolescent expertise, psychiatrist or other licensed physician experienced in the diagnosis and treatment of autism), a comprehensive diagnostic and/or functional

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assessment, and an initial evaluation from a Licensed ABA that supports the need for ABA services. Complete medical necessity criteria from MassHealth for ABA are available [here](#).

Q. I'm an ABA provider, what do I need to do to be paid for cost sharing for children with private insurance that covers ABA with MassHealth secondary coverage?

A. Almost all children and youth under age 21 with MassHealth secondary are enrolled with MBHP. Providers need to be *authorized* by MBHP to submit claims for cost sharing. Being "*authorized*" differs from being a MassHealth provider and is an easier process. MBHP will complete a one-page, out-of-network agreement over the phone with the ABA provider. For more information about this, ABA providers only can e-mail MBHPNetworkManagement@valueoptions.com.

After delivering services, providers must send an Explanation of Benefits (EOB) form to MBHP and a claim for payment of copays and deductibles. Providers can call community relations for information on submitting an EOB showing that cost sharing is due: 1-800-495-0086.

Q. Is MBHP covering co-pays for ABA services that providers have already delivered?

A. Yes. MBHP is processing provider claims for cost sharing for dates of service back to May 18, 2015. Since MBHP will not reimburse members directly, families may contact providers for reimbursement paid since then. Providers should be prepared to reimburse members for cost sharing that they can now receive from MBHP.

Q. What if a child is already receiving ABA services and has a recent BCBA evaluation, (e.g., as part of Early Intervention or by an Autism Waiver provider)?

A. If an evaluation by a BCBA has recently been conducted, you should check with the managed care plan to see if the evaluation can be submitted rather than conducting a new evaluation. An evaluation/treatment plan conducted within the last two months should be acceptable.

SCHOOL-BASED MEDICAID PROGRAM COVERAGE FOR ABA

Q. If a student enrolled in MassHealth receives ABA services at school, will MassHealth reimburse the school for the cost of the service?

A. Yes. As of October 1, 2015, a school can be reimbursed under the School-Based Medicaid Program for ABA services included in the Service Delivery Needs section of a student's Individualized Education Program (IEP).

Q. Does a school-based ABA provider need to have specific qualifications under the Medicaid Program?

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A. Yes. A school-based ABA provider must be licensed by the Board of Registration of Allied Mental Health and Human Services Professions as an Applied Behavior Analyst (ABA), or if prior to January 6, 2016, may be a Board Certified Behavior Analyst (BCBA).

In addition, services may be reimbursed if provided by a licensed physician, psychologist, or psychiatrist.

An Assistant Applied Behavior Analyst (AABA) or other paraprofessional working under the supervision of a licensed ABA can also provide services. If prior to January 6, 2016, an AABA or paraprofessionals may be working under the supervision of a BCBA.

Q. What role do parents play in the School-Based Medicaid Program?

A. Before accessing MassHealth for the first time, a school district must provide written notice to parents and obtain parental consent allowing the school district to access MassHealth to pay for special education services. For more information, please see the Massachusetts Department of Elementary and Secondary Education memo on parental consent to access MassHealth available [here](#).

Q. Will consenting to MassHealth reimbursement of school-based ABA services limit a member's ability to obtain ABA or any other services outside of school?

A. No. Providing consent to allow a school to submit claims to MassHealth for ABA does not alter or reduce the benefits that children are entitled to receive from MassHealth.

Q. Is there documentation required in addition to the IEP?

A. Yes. School districts must include in their claims the child's name, the type of ABA service, the date of service, and the length of time the service was provided.

School districts can refer to the Massachusetts Department of Elementary and Secondary Education memo on the documentation of services and the associated form 28M/12 available [here](#).

Q. Are there any circumstances under which claims for ABA services can be submitted to MassHealth for a student with a diagnosis of autism in an IEP but the ABA services are not written in the IEP?

A. Yes. Until January 6, 2016, school districts may submit claims for ABA services not specified in the IEP provided to a student with a diagnosis of autism. In this situation, supplementary documentation specifying the type of ABA services provided, the type of personnel providing the services, and the duration and frequency of the services must be included. The documentation should match the ABA services that will be included with the student's IEP amendment. After January 6, 2016, ABA services must be included in the Service Delivery Needs section of the IEP.

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Q. Are there any other school district requirements for school reimbursement?

A. Yes. Districts seeking reimbursement for services must include all ABA, AABA, and other appropriate staff providing autism services in their quarterly Random Moment Time Study (RMTS) Participant List.

For additional assistance or clarification, please email the School-Based Medicaid Program at SchoolBasedClaiming@umassmed.edu or call 1-800-535-6741.

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<https://www.gpo.gov/fdsys/pkg/GAOREPORTS-HEHS-OSI-00-69/html/GAOREPORTS-HEHS-OSI-00-69.htm>

State	Average claim per Medicaid-eligible child	School-based claims (in thousands)		
		Total claims	Health claims	Administrative claims
Maryland	\$818	\$93,824	\$93,824	a
New York	703	682,000	682,000	a
Illinois	674	385,633	82,946	\$302,687
Michigan	674	317,701	93,534	224,167
New Hampshire	658	24,894	24,894	a
Rhode Island	600	27,482	27,482	a
Delaware	394	13,900	13,900	a
Maine	350	22,000	22,000	a
Vermont	309	12,798	11,041	1,757
Kansas	291	25,741	25,741	a
Massachusetts	284	65,250	45,750	19,500
Alaska	265	7,780	a	7,780
District of Columbia	265	12,100	12,100	a
Wisconsin	249	45,904	44,312	1,591
New Jersey	248	66,328	60,671	5,657
Connecticut	174	22,216	22,216	a
Pennsylvania	121	68,507	54,555	13,952
Arizona	115	25,795	a	25,795
Utah	114	7,279	7,279	a
Minnesota	105	23,766	271	23,495
Texas	88	78,030	66,368	11,662
Washington	87	30,367	11,973	18,394
Oregon	85	12,441	12,441	a
South Carolina	79	14,247	14,247	a
New Mexico	72	10,348	5,439	4,909
Ohio	66	31,953	31,953	a
Florida	59	41,518	3,067	38,451
Nebraska	58	3,916	3,916	a
Missouri	55	15,381	4,277	11,104
Iowa	52	5,255	4,171	1,084
Nevada	48	1,900	1,900	a
Arkansas	45	5,428	5,428	a
Colorado	44	4,885	4,885	a
North Dakota	41	826	826	a
South Dakota	31	906	906	a
Montana	29	892	892	a
Louisiana	26	6,269	6,269	a
West Virginia	24	3,044	3,044	a
Georgia	21	9,167	9,167	a
Idaho	20	781	781	a
California	19	42,308	42,020	288
Oklahoma	10	1,311	1,311	a
Kentucky	6	1,228	1,228	a
Virginia	5	1,201	1,201	a
North Carolina	2	722	722	a
Alabama	1	132	132	a
Indiana	e	60	60	a
Mississippi	e	8	8	a
Hawaii	a	a	a	a
Tennessee	a	a	a	a
Wyoming	a	a	a	a
Total		\$2,275,423	\$1,563,150	\$712,273

Note: States provided school-based claims data for the most recent fiscal year for which they were available, which for approximately half the states was state fiscal year 1999. Most of the remaining states provided data for state fiscal year 1998, federal fiscal year 1998, or calendar year 1998; three states provided data for periods before July 1997. The average claim per Medicaid-eligible child was calculated by dividing the total school-based claims by the number of school-aged Medicaid-eligible children.

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**Transcription of meeting between District Education Specialist (DES) and Dr. Amanda N. Kelly
(5/23/2017), Recording available upon request**

Dr. Kelly: Family expecting BCBA, in writing from team.

DES: Team wanted to know how to contract one.

Dr. Kelly: Described student, autism, multiple diagnosis, hearing loss, preschool, age 4.

"I prescribed 40 hours. We are going to have to figure that out. If the schools are not providing the comparable service then the parents option is to advocate for it to happen in school through insurance, which has not yet happened--

DES: "—it has not yet happened. I can't tell you that it won't."

Dr. Kelly: "I don't know either, but the other option is...I'm not recommending they pull him out of school for his services, but his services are more important than being in school without them. The other option I can think of for the family is to go for, or look for a private placement, because the child should be in school. What happened is, I'm just going to be frank with you, because I feel like I can be, is regardless of who is being told they can or can't do something or if its legal or illegal or whatever, Daniel does not have the competency to do what he did."

DES: "...and you're telling me that. I've got him going to a training."

Dr. Kelly: "What training? What training has he gone to?"

DES: "FBA/BSP training"

Dr. Kelly: "But who's doing the training?"

DES: "My Clinical Psychs"

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Dr. Kelly: "Exactly, and many clinical psychologists are not being reimbursed through health insurance for doing ABA or FBAs either. Although a clinical psychologist might be able to skirt under the law, there are very few with competencies to do functional behavior assessments (FBA) that are appropriate. Nothing personal against the field of psychology or psychologists, I cannot do a lot of the assessments they can do. There's certainly a benefit to having them on the team."

"But --we're not supposed to be covering our asses we're supposed to be helping the kids. I believe you care for the kids."

DES: "I do. I'm frustrated. I hope the new Superintendent helps our kids."

Dr. Kelly: "I've already tried reaching out to her."

DES: "Good. I really hope she makes a difference. I really and truly hope that OCSIS gets its layering together and their act together and starts producing memos—"

Dr. Kelly: "Speaking of memos, I have one. Let's talk about it. Explain that to me (hands memo).

DES: "This is um, verbatim, sitting at a DES meeting, with all of the DES's present, sitting next to XXX XXXX, SBBH and myself, that I sent to my staff that **this is exactly what Debbie Farmer quoted.**"

Dr. Kelly: "So you wrote this."

DES: "Well this is the word document but the email said, I'm sitting at a meeting and this is verbatim what I'm being told."

Dr. Kelly: "Okay, so that's helpful."

DES: **"This is verbatim what was said."**

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WRITTEN GUIDANCE BY BEGINNING OF SCHOOL YEAR 2017-2018 FROM SUPERINTENDENT

Debbie Farmer, State OCISS Verified with DCAA our DOE Teachers, BHS, Clinical and School Psych's Can Do FBA/BSP, behavior plans and work with our children with Autism.

- *Threats of fines, etc. by some of the BCBA's out their in the field are in error and can be considered a conflict of interest for them to profit from the statements.*
- *Any licensed DOE WORKER BY VIRTUE OF THEIR LICENSE: Teachers, Clinical and School Psych's, BHS CAN DO BEHAVIOR SUPPORT PLAN*

Regarding 107 being challenged refers to unlicensed teachers and NOT DOE STAFF WITH LICENSES.

EA'S in questions with RBT: STILL DOES NOT START UNTIL 2019.

Questioning beginning of 107:

WHEN IT WAIVES CREDENTIALS, DOE BCBA OPPOSITION SAYS OVERLAPS INTO BEHAVIOR ANALYSIS...

- AG and DOE agrees and states it does not, we do not claim to be Behavior Analysts, we again our credible by virtue of our DOE licenses.
- DOE REASONING-EVERYBODY USES SOME FORM OF BEHAVIORAL ANAYSIS... PARENTS, TEACHERS.... HOWEVER DO NOT CLAIM TO BE LICENSED BEHAVIOR ANALYSTS.
- DCAA agrees with DOE.
- IF YOU CONTINUE READING 107 STATES: *AS LONG AS INDIVIDUAL DOES NOT SAY THEY ARE BEHAVIOR ANAYLSTS.*

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IEPS in other states list “applied behavior analysis” by “board certified behavior analysts” directly on the IEP grid. Hawai’i does not. This is a screenshot of an IEP written in Massachusetts in 2014.

A. Consultation (Indirect Services to School Personnel)			
Focus on Goal #	Type of Service	Type of Personnel	Start Date
1,5	Inclusion Consult	SpEd/RegEd Teacher	1/14/2014
1-10	Parent Consult	BCBA Home Trainer	1/14/2014
1-10	BCBA Consult	BCBA Consultant	1/14/2014
1-10	Parent Consult	School BCBA	1/14/2014
2,3,	Speech/Language Consult	School Psych/SLP	1/14/2014
4	OT Consult	OT/SPED Teacher	1/23/2013

B. Special Education and Related Services in General Education				
Focus on Goal #	Type of Service	Type of Personnel	Start Date	End Date
1,5	Inclusion Support	SPED Teacher/Para	1/14/2014	1/14/2014

C. Special Education and Related Services in Other Settings			
Focus on Goal #	Type of Service	Type of Personnel	Start Date
1-10	Home Training	BCBA	1/14/2014
1-9	Discrete Trials	Sped Paraprofessional	1/14/2014
1-9	Academics/Soc/Beh	SPED Teacher/Para	1/14/2014
1-9	Discrete Trials	SpEd Teacher	1/14/2014
2,3,5	Speech/Language	Speech/Language Therapist	1/14/2014
4	Occupational Therapy	Occupational Therapist	1/14/2014

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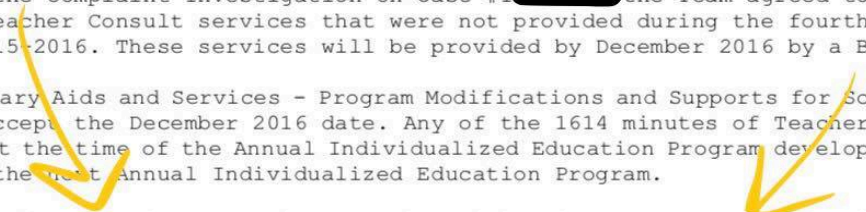
IEPS in other states list “applied behavior analysis” by “board certified behavior analysts” directly on the IEP grid. Hawai’i does not. This is a screenshot of an IEP written in Hawai’i in 2016.

Student's Name: [REDACTED] Page 18 of 20

8/11/2016 In response to the Complaint Investigation on Case #1 [REDACTED] the Team agreed to provide 1614 minutes of Teacher Consult services that were not provided during the fourth quarter of school year 2015-2016. These services will be provided by December 2016 by a BCBA/BISS.

Please note the Supplementary Aids and Services - Program Modifications and Supports for School Personnel Tab would not accept the December 2016 date. Any of the 1614 minutes of Teacher Consult Service not used at the time of the Annual Individualized Education Program development date will be included on the next Annual Individualized Education Program.

Mrs. [REDACTED] would like Applied Behavior Analysis to be identified in the Supplementary Aids and Services, Program Modification and Supports for School Personnel section, however, it is not our practice to name specific sciences and/or programs.



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Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day.

Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually.

We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in full support of the current language of the bill.

Mahalo for your opportunity to testify on this bill.

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Cathryn Langan - PARENT

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As a parent of a child on the autism spectrum, I want a Registered Behavior Technician; someone trained in understanding behavior, working with my child. Someone with an autism specific credential may not know how to work fully with my child, who yes, is a child with autism but is also so much more than that. Also, I feel uneasy about licensed psychologists overseeing treatment, as there is no guarantee that a licensed psychologist will adequately know how to work with my child from a behavioral perspective. I strongly support this bill which will allow schools to "provide special education and specific services tailored to meet unique needs of students with disabilities," as outlined in PL 94-142. I personally am uneasy about sending my child to a DOE school to start in kindergarten this fall because I have seen many children fall behind because they were not provided with adequate services which could have been improved by having LBAs assisting with their service plans.

Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. I am grateful for the attention our legislators have given to the discussion of behavior analysis in our state. I appreciate the revised language as adopted by Senators Kidani and Baker and stand in full support of the current language of the bill.

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Jason Barton

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Jeanette Irvine - PARENT

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Sheryl Cunningham - PARENT
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Maile Rogers - PARENT

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My son is autistic. He's considered "high functioning" because he's smart, has a large vocabulary, and can do math problems in his head. But high functioning doesn't mean that his autism doesn't affect him, sometimes very severely, in ways that others can't see or don't interpret as struggling. He has issues socially, emotionally, and behaviorally.

I told Waialua elementary about all the issues my son had before he ever started kindergarten. I asked them to please evaluate him, and told them multiple times that our family was struggling and we were in crisis mode. We were repeatedly told that he was normal, not to worry. In the meantime, since the school wasn't doing anything, we had him privately evaluated and he was given a diagnosis of autism and ADHD. He was constantly in trouble in school, struggling daily. After they suspended him twice for behavior issues directly related to his disability, which I had already repeatedly asked for help with, I got an advocate and they immediately started due process proceedings since the school had broken every single rule. My son spent most of his time with the regular school counselor, who was absolutely not trained to deal with any of his issues. After his autism diagnosis, the school sent an autism consulting teacher in to come to meetings, he said my son had absolutely no issues. At no point during kindergarten did my son spend time with the Autism consulting teacher, or the school behavior health specialist, or the clinical psychologist, or the school psychologist. He went his entire kindergarten year with no services, continually being punished rather than supported. We had a summer of struggles, which included an incident where the principal took it upon himself to approach my child, who was sitting quietly calming himself down with his one to one aid that I paid for out of pocket for summer fun, he proceeded to yell at my tiny 6 year old, and pounding his fists on the table while my disabled child cowered. When school started again, I asked AGAIN to have my son evaluated. At this point we've had a diagnosis on hand for a year. The school again refused. They did offer to have the clinical psychologist perform an FBA. When we received the report, we realized that it was extremely lacking, and that Dr. McDonald clearly did not have FBAs in her scope of abilities. Based on this flawed report, we won our due process case and the school was forced to finally perform a full evaluation on my son. In the short time since my son's diagnosis, we have had a lot of interactions with psychologists, psychiatrist, play therapists, and behavioral therapists. Having my child sit on a couch and talk to a behavior health

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specialist twice a week for 30 minutes can in NO WAY compare to the impact behavior therapists (BCBAs and RBTs) have had spending hours and hours every week with my son, going through his daily routines until he encounters struggles so they can repeatedly work through those struggles with him until he's finally able to do it on his own. There simply is no comparison. In addition, I have overwhelmingly felt that the behavior analysts and behavior technicians have been so much more compassionate, incredibly patient, and willing to spend so much time learning about Jaxon and what makes him tick, rather than just forcing him to conform regardless of any struggles he might be having- which is what we've gotten from everyone in a DOE setting. Please help our keiki. Please give them every opportunity to succeed in life.

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Ililani Foree - PARENT
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My son is being denied services and being harmed. I believe that the DOE needs to provide the right people to do assessments to get all the needed services and resources that my son needs to be in a safe educational environment at his school. In fact I believe that it is doing my son an injustice because he could be put in possible danger with not receiving the right services. I find that knowingly that my son needed a crisis plan to be done right away that this would be a high priority to be done correctly and in an affective why it wasn't I find it highly unethical as a professional and here are the following reasons:

- Improper assessment
- lacking recommendation of a behavior analyst
- resulting in harm and delayed access to treatment (do we pull him out of school to keep him safe)
- They ignored and minimized concerns brought to light by Aiden's crisis plan - neglected to mention Aiden's ambulance or hospitalization
- neglected to include relevant occurrences of behavior (11/22/17, 9-1-1 called, restrained, urinated himself) - provided a draft of his report
- The Agency did not provide the report before meeting, meaning we had to cancel our son's IEP meeting, further delaying us access to answers and proper care.

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Amy Grant

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amyjean1984@gmail.com

Our Keiki deserve access to ABA services. ABA should never be a “last resort” it should be the gold standard! We demand our Keiki be put FIRST!! Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day.

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Ashley Monden

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This is my first year working as a licensed Special Education Teacher in the Department of Education and I'm currently seeking my licensure as a Board Certified Behavior Analyst. Before this I was a 1:1 paraprofessional and an Educational Assistant both here on Oahu and on the Big Island. As a 1:1 I've experienced what it's like to work with high needs student who needs the direct supervision of an adult. I went to numerous trainings, looked online for strategies that could give me insight, talked to DOE autism consultants, and supervisors. None of them could give me feedback or show me by example on how to help my students. Over the years I found Applied Behavior Analyst (ABA) strategies and tried them with my students. Through trial and error I saw improvements. I worked with various different disabilities and found that ABA strategies make a big difference when consistent and done the right way. After working 8 hours in my classroom, I work in the evenings and weekends as a Registered Behavior Technician (RBT). This summer I worked with a child who received 6 hours of ABA therapy in the home setting and in as little as 3 months made a lot of gains such as now being able to sit to finish a task, respond to his name, and verbally saying what he wants instead of being aggressive! If our students receive the same support within the school day imagine the outcome! In the DOE school setting we are already failing our keiki by having untrained 1:1's who are just there as an extra body. By allowing LBA (Licensed Behavior Analyst) in the school would only add strength to our educational system and show that we truly do support our teachers who have the biggest jobs "educating our keikis". Why do we want to allow our keikis to fail when we are constantly pushing for success!? Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day.

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Jeaustine Larson - PARENT

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larson905@yahoo.com

We have lived in Hawai'i for a little over two years. In those two years, it has taken us over 20 months to finally get our son, who is autistic, an IEP. We finally got one put in place about two months ago. We were previously told, "as long as his grades are good, his lack of social skills is not our concern." We also had an incident with his first ABA company; they were providing services with uncredentialed direct support workers (DSW). This resulted in little to no progress made for our son and very poor services. The Behavior Analyst Licensure law needs to stay and be implemented. General Psychiatrists and Psychologists are not trained in autism, the way Licensed Behavior Analysts (LBAs) are. They do get training, but it is not as extensive as is required by the Behavior Analyst Licensure law. Our children deserve the best we can offer them, not the minimum that exists.

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Roger Larson - PARENT
2249 Elou St | Oahu
larson905@hotmail.com

My name is Roger Larson. I am the father of a SPED student at Wheeler Middle School in the Central District on Oahu. I am submitting testimony opposing the DOE's proposal of changing Chapter 465-D. Our children are our future. When teachers instruct their students, we build the foundation for equality and prosperity for tomorrow's generations. Every dollar invested in our community's public schools yields exponential returns, not just for our economy, but also for the promise of a more open and democratic society. We need to keep and strictly enforce Chapter 465-D in our public schools to ensure that teachers and students both have the assets needed to help our keiki succeed. Several administration members at my son's school have stated that they are not qualified to handle my son's issues or adequately support him. They also state that they would love to do more and do the right thing for my son but are told by their district and DOE leadership to not comply with State laws and regulations regarding autism support as it is "not required based off their interpretation. " It is a shame that a military family has had to fight for over two years to finally begin to get the care my son needs. We still have a long way to go in that regard since the district and state DOE leadership has been extremely unhelpful and has attempted to undermine the care of our children by threatening teachers and support workers. This is a matter of support for our children's future! We need your help.

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Stephanie Phelan | stephanie.h.phelan@gmail.com
66-059 Alapii St., Haleiwa, HI 96712, Oahu

My name is Stephanie Phelan, I am a practicing Licensed Behavior Analyst in Hawai'i and I am writing with concern regarding proposed legislation to change Chapter 465-D, the Behavior Analyst Licensure law. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in full support of the current language of the bill.

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Sungalina Lee - PARENT

1 Ohana Nui Way HNL 96817 | Oahu

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As a parent, educator and engaged citizen, I am concerned that changing the licensure law, Chapter 465-D, will harmfully affect the most vulnerable of our keikis and families. We are a state who prides ourselves in our values, especially those related to our children and, families so this new effort is not algebras with our values or the needs of teachers, students, parents or our community. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in full support of the current language of the bill.

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Sara Dinkelo

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As a LBA, I can't stress enough the need for our keiki impacted by autism to have access to applied behavior analysis in schools. It's not a methodology but a science with regimented data collections systems to ensure progress and to make program changes based on performance. It is not possible to be "trained" to run an ABA program; it requires credentialed, licensed professionals who abide by strict ethical guidelines to do. Our teachers need support; they cannot teach and be required to do something that is out of their practice. ABA should not be limited to those with severe problem behaviors (however they should be prioritized) but an individual's access to ABA can impact their outcomes across their lifespan. Our keiki have a right to a free and appropriate education. ABA needs to be available to all children who need it and it needs to be provided by licensed professionals (LBAs), or it is not ABA. I support our teachers getting the resources they need to have productive classrooms and help our keiki live productive lives.

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Peggy Brandt - PARENT

3288 Pamakani Place | Oahu

peggy.brandt@gmail.com

Hawai'i's keiki deserve to be supported with the best practices available to them. From my first-hand experience, they will not receive this without legal support.

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Joelle Branch - PARENT
91872 Puhikani St. | Oahu
Jbranch409@yahoo.com

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Josh Wilson

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rollout1983@yahoo.com

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Anastasia Kellercollins
91-129 Nohoihoewa Way | Oahu
anastasiakellercollins@gmail.com

Sometimes it is so hard to do what is right. Sometimes it's too easy not to. Please do what is right. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day.

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Corrie Lynn Montalvo
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Andrea Keeseey

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Conference Room 229, State Capitol

SB 2925 - SUPPORT

Lisa Sakuda
1131 D Wainiha Street, Oahu
lisasak46@gmail.com

If we are pushing for Inclusion in the next school year, the DOE should allow Licensed Behavior Analysts (LBA) to come into the school, and help the teachers write the Functional Behavior Assessment (FBA), and help write Behavior Support Plans (BSP) for the students. We also need Registered Behavior Technicians to help work with the child in the classroom, they are supervised by an (LBA/BCBA). Applied Behavior Analysis does not only help children diagnosed with Autism, it can also help other children in the classroom, and it can help the teachers as well. Your teachers need help; they are tired at the end of the day. They feel the pressure with all the testing required by them, they do not need added stress by asking them write an Functional Behavior Assessment (FBA) on a student. They know nothing about writing an FBA. Would you want someone who is not a Licensed Surgeon to operate on your child? Help you teachers; they work very hard for our children. By not allowing ABA in the school, we are not hurting ourselves, but we are hurting the children, and we are making special education teachers want to quit. I have a couple of Special Education teachers who say they are very tired, and drained at the end of the day. They feel like they do not have the support they need. All they want to do is teach the children. We want the best for our keiki, and they deserve the best education. Put yourself in a SPED teacher shoes, put yourself in a child's shoes, and put yourself in a parent's shoes. How would you want your child, grandchild, niece or nephew to be treated, what kind of education would you want for your family?

Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in full support of the current language of the bill.

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Christina Libby

41-611 Inoaole St Waimanalo Oahu 96795

clibby@maulolearning.com

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Nikole Ross
94-232 Emoloa Pl | Oahu
nikole.ross82@gmail.com

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Melissa Urquidi - PARENT
1620 Ala Aoloa Lp | Oahu
melissaurquidi@hotmail.com

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Shanda Strickland
PO Box 894811 Mililani | Oahu
ssg808@yahoo.com

Any opportunity to improve environments, communication and access to positive, inclusive experiences should not only be utilized, but celebrated. Removing qualifications for those who directly impact the fundamentals of keiki, teachers, school and families, is in direct conflict with the philosophy and commitment of those who promise to aid our keiki.

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I respectfully request that you consider the language as submitted by the Hawai'i Association for Behavior Analysis (HABA). I believe this language provides psychologists, teachers, and caregivers the necessary protections, while also protecting our keiki and other recipients of ABA services.

Mahalo for your time and consideration.

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Naomi Tachera - PARENT

PO Box 6388 | Hawai'i

nkaae@Hawai'i .edu

Aloha, My name is Naomi Tachera; I live on Hawai'i with my family including two sons Kaiao (7) and Kaleohano (5) with autism spectrum disorder. They are currently enrolled in public education and receive special education services with IEP's, what's not included in their IEP's is applied behavior analysis, despite years (since 2014) of advocating for FAPE under IDEA. The IEP teams are not taking into consideration the level of my children's disability and how autism impedes their ability to access a free and appropriate education with the use of ABA provided by a Board Certified Behavior Analyst licensed in the State of Hawai'i . Despite the fact that the DOE has lost in the ninth circuit court (R.E.B vs. State of Hawai'i DOE) in February 2017 because "DOE violated the IDEA by failing to specify Applied Behavioral Analysis ("ABA") as a methodology in the IEP" and after the passing of Chapter 465D Behavior Analyst Licensure Law in 2016, the DOE makes no effort to hire BCBA's working in that capacity. They instead are asking for an exemption to NOT provide FAPE in addition to restrictions set forth by an "IEP Team decision" on whether or not a student needs ABA only after they've exhausted all other strategies that do not work. That's taking away time from our precious children! If this analogy were the medical field and everyone that works in the hospital can claim to be a medical doctor or perform medical procedures, then consumers cannot be protected from malpractice. The reason why only people with demonstrated competency (i.e. BCBA competency in ABA) should practice in their scope of practice is for consumer protection. If the Legislation decides to support the DOE with this exemption regarding Chapter 465D, families, including myself will start to sue public school employees individually because of their involvement in violations of the Individuals with Disabilities Education Act (Crofts v. Issaquah School District). My entire family continues to suffer from overwhelming stress, hardship, and harassment from DOE staff members for advocating for our two children, no family deserves this treatment, no child with a disability deserves to be forgotten, and no community deserves to watch the most vulnerable members suffer.

Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in

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Eric Tachera - PARENT

PO Box 6388 | Hawai'i

kealiiloa@yahoo.com

Aloha, My name is Eric Tachera; I live on Hawai'i with my family including two sons Kai'ao (7) and Kaleohano (5) with autism spectrum disorder. They are currently enrolled in public education and receive special education services with IEP's, what's not included in their IEP's is applied behavior analysis, despite years (since 2014) of advocating for FAPE under IDEA. The IEP teams are not taking into consideration the level of my children's disability and how autism impedes their ability to access a free and appropriate education with the use of ABA provided by a Board Certified Behavior Analyst licensed in the State of Hawai'i. Despite the fact that the DOE has lost in the ninth circuit court (R.E.B vs. State of Hawai'i DOE) in February 2017 because "DOE violated the IDEA by failing to specify Applied Behavioral Analysis ("ABA") as a methodology in the IEP" and after the passing of Chapter 465D Behavior Analyst Licensure Law in 2016, the DOE makes no effort to hire BCBA's working in that capacity. They instead are asking for an exemption to NOT provide FAPE in addition to restrictions set forth by an "IEP Team decision" on whether or not a student needs ABA only after they've exhausted all other strategies that do not work. That's taking away time from our precious children! If this analogy were the medical field and everyone that works in the hospital can claim to be a medical doctor or perform medical procedures, then consumers cannot be protected from malpractice. The reason why only people with demonstrated competency (i.e. BCBA competency in ABA) should practice in their scope of practice is for consumer protection. If the Legislation decides to support the DOE with this exemption regarding Chapter 465D, families, including myself will start to sue public school employees individually because of their involvement in violations of the Individuals with Disabilities Education Act (Crofts v. Issaquah School District). My entire family continues to suffer from overwhelming stress, hardship, and harassment from DOE staff members for advocating for our two children, no family deserves this treatment, no child with a disability deserves to be forgotten, and no community deserves to watch the most vulnerable members suffer.

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Jolie Kaae - GRANDPARENT

PO Box 6388 Kamuela, HI 96743, Hawai'i

kaaeohana@aol.com

Aloha, My name is Jolie Kaae; I live on Hawai'i with my family. I have two grandsons Kaiao (7) and Kaleohano (5) who have autism spectrum disorder. They are currently enrolled in public education and receive special education services with IEP's, what's not included in their IEP's is applied behavior analysis, despite years (since 2014) of their parents advocating for FAPE under IDEA. The IEP teams are not taking into consideration the level of my grandchildren's disability and how autism impedes their ability to access a free and appropriate education with the use of ABA provided by a Board Certified Behavior Analyst licensed in the State of Hawai'i. Despite the fact that the DOE has lost in the ninth circuit court (R.E.B vs. State of Hawai'i DOE) in February 2017 because "DOE violated the IDEA by failing to specify Applied Behavioral Analysis ("ABA") as a methodology in the IEP" and after the passing of Chapter 465D Behavior Analyst Licensure Law in 2016, the DOE makes no effort to hire BCBA's working in that capacity. They instead are asking for an exemption to NOT provide FAPE in addition to restrictions set forth by an "IEP Team decision" on whether or not a student needs ABA only after they've exhausted all other strategies that do not work. That's taking away time from our precious children! If this analogy were the medical field and everyone that works in the hospital can claim to be a medical doctor or perform medical procedures, then consumers cannot be protected from malpractice. The reason why only people with demonstrated competency (i.e. BCBA competency in ABA) should practice in their scope of practice is for consumer protection. If the Legislation decides to support the DOE with this exemption regarding Chapter 465D, our family, our community will start to sue public school employees individually because of their involvement in violations of the Individuals with Disabilities Education Act (Crofts v. Issaquah School District). My entire family continues to suffer from overwhelming stress, hardship, and harassment from DOE staff members for advocating for our two grandchildren, no family deserves this treatment, no child with a disability deserves to be forgotten, and no community deserves to watch the most vulnerable members suffer.

Children in our public schools, in need of ABA, are currently receiving limited support, or no support at all, due to unnecessary barriers and a lack of collaboration. We respectfully request the committee consider this issue in light of the current bill and work with stakeholders to eliminate barriers to service.

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Kaleo Kaae - GRANDPARENT

PO Box 6388 Kamuela, HI 96743 | Hawai'i

kaaeohana@aol.com

Aloha, My name is Kaleo Kaae; I live on Hawai'i with my family. I have two grandsons Kaiao (7) and Kaleohano (5) who have autism spectrum disorder. They are currently enrolled in public education and receive special education services with IEP's, what's not included in their IEP's is applied behavior analysis, despite years (since 2014) of their parents advocating for FAPE under IDEA. The IEP teams are not taking into consideration the level of my grandchildren's disability and how autism impedes their ability to access a free and appropriate education with the use of ABA provided by a Board Certified Behavior Analyst licensed in the State of Hawai'i. Despite the fact that the DOE has lost in the ninth circuit court (R.E.B vs. State of Hawai'i DOE) in February 2017 because "DOE violated the IDEA by failing to specify Applied Behavioral Analysis ("ABA") as a methodology in the IEP" and after the passing of Chapter 465D Behavior Analyst Licensure Law in 2016, the DOE makes no effort to hire BCBA's working in that capacity. They instead are asking for an exemption to NOT provide FAPE in addition to restrictions set forth by an "IEP Team decision" on whether or not a student needs ABA only after they've exhausted all other strategies that do not work. That's taking away time from our precious children! If this analogy were the medical field and everyone that works in the hospital can claim to be a medical doctor or perform medical procedures, then consumers cannot be protected from malpractice. The reason why only people with demonstrated competency (i.e. BCBA competency in ABA) should practice in their scope of practice is for consumer protection. If the Legislation decides to support the DOE with this exemption regarding Chapter 465D, our family, our community will start to sue public school employees individually because of their involvement in violations of the Individuals with Disabilities Education Act (Crofts v. Issaquah School District). My entire family continues to suffer from overwhelming stress, hardship, and harassment from DOE staff members for advocating for our two grandchildren, no family deserves this treatment, no child with a disability deserves to be forgotten, and no community deserves to watch the most vulnerable members suffer.

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SB 2925 - SUPPORT

Olympia Frink - PARENT

66-916 Kuewa Dr Waiialua, HI 96791 | Oahu

supgirl77@gmail.com

Our schools need behavior analysts, particularly Licensed Behavior Analysts (LBAs) and Registered Behavior Technicians (RBTs) to get our special Ed children the education they deserve. The teachers and current professionals are too few on campus, and have proven they are not able to provide the proper support in reference to kids with autism. Even though our childrens' principal has been willing to work with our ABA providers, district administrators have not figured out how to do so.

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Kenny Frink - PARENT

66-916 Kuewa Dr Waiialua, HI 96791

kennyfrink71@gmail.com

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Tyler Rogers - PARENT

68-386 Kikou St. Waialua, HI 96791 | Oahu

rogerstyj@hotmail.com

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Tara Ormond - PARENT
70 Niuhi Street | Oahu
tara.ormond07@gmail.com

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Carla Jager

95-1517 Ainamakua Drive Apt 87 Mililani | Oahu

carla.jager94@gmail.com

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Leanne Nagai

2471 Auhuhu Street | Oahu

nagai.leanne@gmail.com

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Alexandra Sagastume
1255 Nuuanu Avenue | Oahu
aps88@comcast.net

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Vania Simmons - PARENT
68025 Apuhihi St | Oahu
brazilnut@Hawai'i .rr.com

We definitely need more parents with children on the spectrum in Congress! Only those parents truly understand the needs of the children with autism. Applied Behavior Analysis is a scientifically validated approach to understanding behavior and how it is affected by the environment and a known strategy to change/modify the behavior of children on the spectrum.

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Celeste Nishijima

98-410 Koauka Loop, Apt. 6G | Hawai'i

celesterodrigues92@gmail.com

As an RBT and an individual pursuing my BCBA credential, I believe that our teachers and keiki deserve the best support available. Our teachers work extremely hard everyday to teach our keiki, and the support of licensed behavior analysts and RBTs will help teachers to ensure that all keiki have access to an appropriate education. Chapter 465-D ensures that our keiki have access to applied behavior analysis services by licensed behavior analysts and RBTs. Our keiki are the future, and they deserve the evidence-based treatment of ABA delivered by licensed professionals. We need to give our keiki the very best we have to offer!

Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in full support of the current language of the bill.

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Michelle Lam

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Debi Hoohuli-Rosa | 506 Kumulani Dr | Maui | debi.hoohuli@gmail.com

What happens when non-licensed and non-credentialed individuals attempt to practice or implement behavior analytic procedures? I moved to Maui in 2014 and worked for a contracted agency as a Skills Trainer within the Department of Education (DOE). I initially worked in a fully self contained classroom overseen by a Special Education Teacher who was so bogged down by paperwork she had little to no time to spend teaching the keiki. There were keiki in the classroom who had problematic behaviors, including but not limited to, aggression, self-injurious behaviors and elopement. One of the keiki's parents requested a Board Certified Behavior Analyst (BCBA) consultation, specifically stating that they were interested in receiving an updated Behavior Support Plan (BSP) for their keiki. A District Autism Consultant (no identifiable licensure) came to the classroom several times and within the course of her visits made scientifically impractical and potentially harmful biomedical, non-evidenced based recommendations such as: chelation therapy and gluten-free/casein free diet. When parents asked if these were ABA interventions, she stated, "ABA means a lot of different things, these interventions would be considered ABA." The interventions were considered by the parents but ultimately not utilized. No recommendations were made to the teacher for the classroom other than, "use trialing - an ABA method - to teach him to communicate." The teacher was then provided with a template form and advised by the Autism Consultant Teacher (ACT) to write a Behavior Support Plan (BSP) based on information received from the Paraprofessional (1:1 assistant). This resulted in an ineffective and non-functional BSP. The following year, I witnessed a District Autism Educational Assistant, who after 6 months of working with a keiki with severe behaviors without a BSP in place, make a formal recommendation to a parent of a child with ADHD and Autism that included the purchase and use of CBD, a cannabis compound! Since then I have worked at 19 different schools on the of Maui, including two private schools and have on several occasions witnessed support staff, administrators, and teachers engage in unethical behavior including social disapproval, shaming, physical abuse, and inappropriate restraints and seclusion in attempts to intervene on inappropriate and problematic behaviors that our keikis engage in. The majority of the occurrences that I witnessed involved keiki who had poorly written or no Crisis or Behavior Support Plans (BSP). Further investigation determined that the majority of the BSPs the staff were directed to implement were not based on Functional Behavior Assessments (FBA), per federal law, and in fact, several were actually based on a template distributed to Behavior Health Specialists (BHS), School Psychologists and teachers by the District Consultants. Faulty BSPs developed by unlicensed individuals, implemented by non-credentialed individuals result in due process hearings,

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teacher and direct care staff burn out, high turnover rates of front line staff, and severe injury to staff and keiki, as well as the unethical treatment of staff and keiki. Our most vulnerable keiki are placed in harm's way when non-licensed and non-credentialed individuals attempt to practice or implement behavior analytic procedures.

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Aimee Watkins

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Chelsey Mendoza

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Trisha Petit - PARENT

4192 Keanu St., #4 | Oahu

tpetit808@outlook.com

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Lohea Merola - PARENT

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My son was diagnosed with autism spectrum disorder. He has grown leaps and bounds due to a program he was fortunate to be a part of that included an RBT and a BCBA. Since he has been in the DOE progression has been minimal and the teacher often asks me why my son does not perform and she does not know how to work with my child on skills like eating and doing schoolwork. I have asked for additional support in the classroom and they cannot provide anyone to work on specific skill sets that will set my child up for success in his educational career. I have only asked for the teacher to take data and for us to work together on a program of how to teach my son and what skill sets we should focus on, but what is happening currently in the school does not replace ABA therapy. I know this first hand because my son is not progressing at the speed that he did when he was immersed in an ABA program.

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Kaiolohia Tolentino
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kaikait55@gmail.com

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Dawn Decoito - PARENT

94-520 Kupuohi Street, Apt 101, Waipahu | Oahu

ddecoito808@gmail.com

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Erin O'Donnell

Po Box 437333 | Hawai'i

nellieod@yahoo.com

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Juri Ishida - Parent

95-024 Waihau St | Oahu

jurishida@gmail.com

I have seen some children with Autism forced to leave DOE due to lack of professional help (ABA). These children, including my child, have so much potential and are able to academically thrive with the help of ABA. Train the direct staffs with ABA under Licensed Behavior Analysts (LBA); have them obtain RBT credentials and the learning environment for both children with Autism and teachers would be so much better. Please take care of our keikis.

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Jesica La Rue - PARENT

Hc2 Box 5726, 16~1703 41st Orchidland | Hawai'i

Divineewon@gmail.com

Our son is a student with DOE on the Big of Hawai'i. His functional skills classroom (FSC – fully self contained) is not supporting his behavioral and educational needs. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in full support of the current language of the bill.

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Felicia Clausen - PARENT
5029 Milburn Loop | Oahu
garneyfs@gmail.com

As a parent, we want our children to get the services they are entitled and depend upon. There are many challenges that they face and having a child with Autism- Applied Behavior Analysis (ABA) has become a major key to our home and life. It is important that the provider is licensed. ABA has allowed my child to be able to function around peers, the community and in the home. It has helped with self-injury, tantrums and poor self-regulation. My child has so much grow and has been reaching his potential with the help of his Licensed Behavior Analyst (LBA) and Registered Behavior Technician (RBT). Our children deserve the right to have ABA by licensed providers in the school.

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Nicole Olival
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Children in our public schools, in need of ABA, are currently receiving limited support, or no support at all, due to unnecessary barriers and a lack of collaboration. We respectfully request the committee consider this issue in light of the current bill and work with stakeholders to eliminate barriers to service. Medicaid is also required to cover ABA services s Chapter 465-D states, would allow the HIDOE access to potentially millions of dollars in federal funds for our keiki.

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Simone Hawkins

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John Paul (JP) Phelan

66-059 Alapii St., Haleiwa, HI 96712, Oahu

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Corey Wolff

58-117 Kaunala St | Oahu

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Lawson Cosseboom
61-280 Kamehameha Highway
Haleiwa, Oahu

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Nikki Shigematsu

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Marija Colic

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I am new to Hawai'i, but not new to quality services. As a provider, I know the value of licensed and appropriately credentialed staff. Let's do the right thing for our keiki. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in full support of the current language of the bill.

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Dawna Moody - GRANDPARENT

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My grandson has a doctor's diagnosis of autism but it has taken 18 months for his school to accept this diagnosis and allow him to receive services. He was denied over and over. The principal and others vehemently fought to discourage this family from getting the services and support in school that he needed. The problem is that we have been down this road before. We had to fight for OUR son to get services back in the 1990's. We had to sue the DOE. Which worked. In our grandson's case every avenue was explored but it too came down to a lawsuit. The imminent threat resulted in him FINALLY receiving the services he was legally due for the past 18 months. And now the DOE would like to do away with the very thing that makes it possible for many of these severely affected children to be able to function in the world. Having behavior analysts follow these children and support them to learn and grow is vital to their ability to make sense of their very confused perception of what is happening around them every day. The DOE has refused to train and hire licensed, trained professionals that would be available to work in the schools, hand in hand with the educators. The DOE has prohibited teachers from receiving further training and even gone as far as threatening the jobs of teachers who had expressed a desire to receive further training that would help them with these lost children. I oppose the DOE's desire to take away the requirement to provide one-on-one support to those children most in need. The DOE has been lazy and stubborn in not realizing that this is a new world. We have the ability to diagnose disabilities much earlier and provide the needed support. We can help these children navigate the education system successfully. Don't allow the DOE to take away something that was fought so long and hard for by LUKE, his family, and many others who have remained unnamed. Don't make lawsuits the only stick that can force compliance.

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Kahalenoe Kamalani

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I am a strong believer in learning through failure and I can even say that some of my most profound learning experiences arose from my failures. In fact, I believe in failing so much that I allow my children fail and then rejoice with them when they come back stronger and smarter from those failures. I can do this because my children are equipped with the tools to succeed and persevere despite those setbacks. However, for most individuals with disabilities- failure is not an option, in fact, in many cases it can be detrimental to their long term success. We actually have to do the exact opposite, which is continually ensure that we set them up for success. We set up learning situations where they can get it right. Using the principles of behavior through applied behavior analysis (ABA), we can help our most vulnerable students to be successful. ABA should not be used as a last resort; instead, it should be accessible to every child that can benefit from this science. The longer the learning history, especially when failure is involved, the harder it is for the student. Why put our children who already struggle through even more unnecessary struggle by postponing effective treatment as a last resort.

Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Kaiki Gunderson-Cook
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The DOE needs to support the children of Hawai'i . Resources should be offered for educational opportunities, not taken away. This includes children with autism. The DOE should provide this support by having Licensed Behavior Analysts who understand ABA, because they understand the needs of the children. These children will grow up and become a part of our everyday community. We need to make sure they are supported as much as possible in the classroom to teach, mold, and promote the best person that each child can become. We want them to thrive and become an active community member as adults.

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Rachel Sanchez - PARENT

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I would like to share our personal journey about our son Julian diagnosed with autism/speech delay at the age of 3 years old. After his diagnosis, we started with enrolling him in an ALL day Early Childhood Program located at our nearest elementary school. Along came additional services needed outside of school to include, speech therapy, occupational therapy, physical therapy, and ABA services. In order to make sure we did everything for my son that was needed, we only relied on reputable companies in our area. I can say that throughout the years Julian progressed but this is also due to the fact that we had exceptionally trained therapists in our home. It was intense therapy as he grew to age 7-10 years old. We had a trained therapist in our home 2 hours a day 5 days a week while I homeschooled some of the years and kept all of his therapy appointments and social/community programs going. All of our therapists interacted so that each knew what was being worked on with Julian. I also provided details and had to keep on top of all of it. I couldn't imagine having someone untrained in the specific ABA methods used for my son at the time. It's because of those trained individuals, that I attribute his amazing success back into a great public high school, with minimum supports now because of his independence and becoming a wonderful student academically and socially. He is now 14yrs. old What an amazing journey thus far and looking forward to what's ahead for him. I'm grateful for our trained ABA Therapists whom were so dedicated to Julian and us as our family needed so desperately in his younger years. I ask that my testimony be attributed to keeping only trained ABA Therapists in our schools and outside reputable companies who specialize in ABA. It's truly detrimental to our children's progress.

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Knowledge is power, and our children and those supporting our children, teaching our children, and parents loving their children deserve the right to access ABA through and in the DOE. Teachers, Psychologists, Behavior Support Specialists, Speech Therapists, Occupational therapists, are all valued team members, but no one should be replacing another in their role of expertise. Each team member brings knowledge to the table and the Keiki deserve the right to have these specialists working together including an LBA. Our children have no time to waste and the earlier we can help them in all parts of their lives, school, home, and within our communities the better it can be for the individual, their families, our schools, and our state.

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Kira Burleson

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Joshua O’Kain | Ewa Beach | Oahu
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When I began my career as a special educator with profoundly impacted high school students, I had the privilege of working alongside a classroom BCBA. This BCBA was able to help two of my children obtain intensive ABA treatment in my classroom during the school day because of their needs. With this BCBA’s support, I was able to modify my classroom (with her oversight) to create child-centered behavior reduction and skill acquisition programming that led to each and every one of my students having a method of communication with their peers and other adults around them. This single change in their education helped lead each child to a more meaningful and relevant high school experience. I believe that, if all teachers who are in these severe and profound classrooms had access to support from a BCBA for consultation and/or direct therapy with an RBT, our teachers would be able to concentrate on creating and incorporating quality curriculum and incorporating the methods that the RBTs/BCBAs implement. Our teachers, although well meaning, do not have the support necessary to be successful in their classrooms, especially when the expectations are that they should perform FBAs and BIPs. I have seen, first hand, as an instructor at the University of Hawai’i for emergency hires and BCBA track students, that our teachers do not have the knowledge necessary to manage and prevent challenging behaviors. Most of the teachers that I observed and taught, did not have the ability or knowledge to create FBAs and BIPs that were fit for implementation. They also utilized ABA “methodology” incorrectly and inconsistently. Although many of them were almost at the end of their course sequences, they were mainly focused on how to teach rather than how to manage behaviors. Even their “mentor” or “supervising” teachers, when asked, could not identify appropriate methods. This is quite concerning to me as a university instructor and it should be concerning to all educators and parents.

In my opinion, if we were able to collaborate to improve our education support systems to include BCBAs and RBTs as a related service (much like services such as OT or PT), we would be able to make better use of our teachers’ skill sets and help them to appropriately manage behaviors and utilize ABA as a related service to gain appropriate consultation and oversight as they relate to instruction with intensive, empirically validated methods that may be suggested by an LBA. Out of the 40-50 children that I have worked with on the spectrum, I would say not even one has had appropriate services or instruction that would be maximizing their functional or academic skills. I’m uncertain why our DOE is resistant to having help from outside agencies. I can say that, as a general Ed and licensed special

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education teacher, as well as a Licensed Behavior Analyst, across 4 states, I have seen a variety of schools. I can say, with confidence, that the state of our SPED programs in Hawai'i are dismal, at best. It is our responsibility as educators and citizens to assure that our keiki have the best education possible so that they can become active, productive members of society.

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Chelsea Jeansonne - PARENT
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My son is 5 and has had ABA since he was three. He had a RBT one on one all day at school. We moved to Hawai'i in July. The school determined he did not need a one on one paraprofessional. He also was not offered any ABA services during the school day. We have to use private ABA. Since most companies have a one-year wait list for afternoon appointments we have to pull from the school day. He will miss 15 hours a week from school to attend ABA therapy. He can't function in the classroom until we get the behaviors in control. The school has threatened us with truancy since we pull him 15 hours a week from the classroom. However, we have no choice but to pull him In order to receive the medically necessary ABA therapy. We have seen huge gains thanks to ABA therapy. We are considering homeschool next year in order to maintains a more stringent therapy schedule. He is not progressing in the classroom and SPED like we know he can. This is due to not having his RBT with him during the school day. He struggles staying on task without constant redirection. He still needs that one on one attention and the school has made little effort to help accommodate his individual needs. We asked about providing his RBT in the classroom but we were told several times that this was not allowed. We asked for one through the school and we removed no response of yes or no. They ignored my question. The purpose of IDEA is to make sure that all children are able to have their individual learning needs met in the classroom. My son needs ABA to meet his individual needs. The IEP he has does not accommodate all of his individual need. The school is not holding up their end of FAPE. Which in all honesty I don't have a clue how they are legally allowed to get away with this. Their job is to make sure all children have the education that fits their needs. The school is not making sure that my child receives all the accommodations he needs. I feel they are doing what is best for them and not what is best for my child. ABA is a huge component to the success of my son. The school is not providing the best education for him. So we will be looking elsewhere.

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Patti Heath

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Bernadette Cuba - PARENT

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Molly Stemmler

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Prior to the behavior analyst licensure law, individuals in our state were receiving behavior support for intense and severe behaviors by a cadre of mixed “professionals”. The intention of the ABA licensure law was to bring credibility to behavioral practices and to increase consumer protections in our state. Why would the legislature agree to reduce these protections for our most vulnerable? As a society, we must take care of each other. It’s our kuleana.

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Heidi Nobmann

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The people of Hawai'i deserve trained professionals so they have the opportunity to succeed. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Kendall Mindar
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Johanna Poore
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Meagan Bresson
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Maureen McComas - PARENT
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Our child made minimal progress in school, and was provided poorly implemented ABA prior to and after the licensing law went into effect- by unlicensed and unqualified staff. Her behaviors prevented her from accessing her learning. As parents we made the difficult decision to remove her from school and place her in a clinical ABA setting where she has blossomed into a happy engaged learner who for the first time has meaningful communication. She has made amazing progress in all areas working with the dedicated and passionate staff that includes only licensed LBA's and RBT's who provide individualized ABA that is specifically designed to meet her unique needs in behavior, communication and social skills. Despite this documented progress, the DOE refuses to include ABA into her school programming.

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John McComas - PARENT

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Whitney Moody

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ANONYMOUS

Aloha. I am a care coordinator working with many pediatricians across Oahu. Pediatricians often refer families to me when they've recently received a new diagnosis, are struggling to understand their Individualized Education Programs (IEPs) through their schools, or are generally coming up with barriers in navigating "the system." Many of my families have incomes that are heavily impacted by the structural changes in family roles that arise from having a child with a special health need. One issue that often comes up is getting a one-to-one aide in an after school program. Many children with autism are unable to attend after school programs due to lack of appropriate staffing. When asked during an IEP meeting if the school could provide a 1:1 during this time, the answer is almost inevitably, "That's not a DOE program, we have no ability to provide during this time." One work around that some families have devised is getting their insurance-funded ABA time to take place at the after school program, however, they're now starting to be refused because DOE is not allowing non-DOE contracted service providers on campus, even if it's for a non-DOE program during non-school hours.

As a result of this, many of my families are unable to have full two-income households. One caregiver is able to work full time, while the other is only able to work during DOE hours. This is because the school that houses the after school program will not allow insurance-contracted RBT's to provide ABA therapy in that setting, nor will they provide appropriate ABA services during that time. Many of these kids spend their whole day in special education classrooms with only disabled peers. After school programs offer important socialization opportunities with typical functioning peers.

Moreover, there are movements across our society, here in Hawai'i and across the US, to promote inclusion. The purpose of this is not only for individuals with disabilities, but also for individuals without disabilities to better understand the scope of human diversity, and to find the strengths in everyone. I firmly believe that there is a job for everyone in our society, and that is echoed in many of the transition and employment goals of Hawai'i 's youth with ASD. How can we teach the world that these individuals are able to provide a valued service to society if their first interaction with them is in young adulthood? ABA provides important services that can improve Hawai'i 's inclusion rates, which are dismally low (36% as of February 2016, compared to a national average of 62% at the same time). Very often, kids are put in special education classrooms due to behavior issues that disrupt their learning or the learning of

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others. ABA is a way to ameliorate that issue.

I am a master's level clinician who is considered "qualified" by the Department of Education to be a Behavior Health Specialist. I can absolutely say that I am not qualified in any way to design or complete any type of Functional Behavior Analysis or Behavior Support Plan. It's simply not within my scope of practice as a mental health counselor.

Implementing effective certification and licensure to require competent clinicians to provide effective and manualized ABA will certainly be expensive. However, as a society, we can't afford not to."

Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Gina Konishi
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I'm in strong support for ABA in schools because I have a cousin that teaches in the public school system here in Hawai'i . She's worked as a 1:1 with students with autism here and also on the neighbor islands. I have witnesses the large amount of dedication that she puts in with her students and coworkers. My cousin Ashley puts in the time and effort to research strategies that help behavioral students and also seek advice from licensed behavior analysts. She often tells me her struggle working under unqualified professionals who use strategies that have not been vetted. I work in the healthcare facility and having people with the right skills and knowledge gives us the assurance of the do's and don'ts on appropriate treatment and procedures. Like in many professions we always seek other professionals for guidance when we are unfamiliar. Why should children be any different or be an exception to the rule? Students that have had the opportunity to have my cousin Ashley as a teacher has made great gains not because she's a teacher but because she knows what it takes to make an impact on each of her students and she's not afraid to seek professionals BCBA's for guidance.

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Shazlei Sampaio-Ribucan - PARENT

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ABA is needed. My son has severe autism and is non-verbal. Imagine yourself or your child need something and its going to be taken away. How would you react and do when you fight for your child to have something and it's going to be gone. ABA – we need it.

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Wendy Lowry

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Special Ed in Hawai'i is so far behind the rest of the country. They need better help! Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Tasi Taylor
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Jennifer Hales

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My nephew is autistic and his behavior analysts have done WONDERS for him. His quality of life is better, he is happy and his behavior has completely changed for the better. Licensed Behavior Analysts can help our keiki reach their fullest potential. Children in our public schools, in need of ABA, are currently receiving limited support, or no support at all, due to unnecessary barriers and a lack of collaboration. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Sarah Sutton

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Applied Behavior Analysis (ABA) is one of the most powerful tools we have to address autism and other development and emotional challenges. Its adaptive nature ensures appropriateness for each case. What we do for our keiki now when they are young makes an exponential difference for them, their families, and their communities and Hawai'i in the future. Licensed Behavior Analysts can help our keiki reach their fullest potential.

Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Lisha Padilla | 99-943 Halawa Heights Rd. Aiea, HI 96701 | lishac57@gmail.com

My name is Lisha Padilla. I am a former teacher in the Leeward District on Oahu. Our children are our future. When teachers instruct their students, we build the foundation for equality and prosperity for tomorrow's generations. Every child in our state deserves an education founded in evidence-based practices that ensures they are graduating with the skills and knowledge necessary to be contributing members of society. We can all agree that our teachers already go above and beyond to support our Keiki. By limiting ABA services as a reactive approach, rather than a proactive one, we will be putting additional strain on our teachers in the classroom. Our Keiki deserve services delivered by qualified professionals. When a child with special needs requires speech therapy to make adequate progress in his/her education, they are provided with a licensed SLP. When a child with special needs requires gross motor therapy in order to make progress in his/her education, they are provided with a licensed PT. When he/she needs occupational therapy, he/she is provided with a licensed OT. When that same child needs behavior interventions, he/she should be afforded a licensed professional to provide high quality services. As a former special education teacher, I can attest to the improvements that I have seen first hand, in my students who received ABA services. I can also attest to amount of work that gets piled onto a teacher's plate when those services are not provided. I would never purport to be an SLP and design/implement speech language services, as I do not have specific training in the area of speech/language pathology. I would never purport to be a PT or an OT, and design/implement interventions in physics therapy or occupational therapy. Yet year after year, the DOE expected me to design and implement behavioral interventions for my students with severe disabilities (including Autism). Precious instructional time was spent developing behavioral interventions for my students that should have been spent teaching or lesson planning. I count myself extremely lucky that my own education included many courses in applied behavior analysis, but even then, when designing behavioral programs, it felt like I was doing more than one person's job. I can say first hand that when I had support from a licensed behavior analyst, I had time to do MY job: being a teacher. The DOE needs to provide adequate services for students with special needs, which reflect the value of our hardworking teachers.

Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and

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Noelle Dennard

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I work as an RBT at a private clinic, and I have seen firsthand what ABA therapy can do for kids with special needs. I also have heard many negative things, from parents and from DOE-contracted skills trainers, about the lack of training and organization in many of the agencies that are contracted for special education workers. It seems that ineffective programming often goes unchanged for long periods of time in settings where ABA professionals are not present. By contrast, the programs at our clinic are being evaluated every day by BCBA's and RBTs, and the constant communication ensures that programming is always being improved for maximum efficacy. I think special education in public schools would benefit greatly if ABA professionals were always present in those settings.

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Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Michelle Rogers

68-386 Kikou St Waiialua HI 96791

michellejumprope@gmail.com

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Tracey Kashiwa

1503 Emerson St. Honolulu, HI96813 | Oahu

tracey.kashiwa@gmail.com

Every kid that enters the DOE deserves a chance! Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Stephanie Ngo

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Alaina Mead

70 Niuhi St Honolulu, HI 96821 | Oahu

alaina.rogers@gmail.com

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Josh Mead

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Cosette Rogers

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Keri Monteith
92-924 Palailai St.
keri_stuart@yahoo.com

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Shaelee Johnson

55-521 Naniloa Loop | Oahu

shaeleejane@gmail.com

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Kawohionalani Jenkins
68-069 Au street Waialua HI 96791
kawohi@autismbehaviorconsulting.com

Aloha! My name is Kawohi Jenkins and I am submitting a testimonial as to why DOE should keep ABA. First things first. The science speaks for itself. It has had a significant impact with helping kids with autism. It's the only proven treatment to make an impact on kids with autism. I've seen it be used to help kids with severe problem behavior. I've seen it help kids who before couldn't or wouldn't speak. I've seen it help kids open up to a positive teaching environment. I've seen parents cry in gratitude for the work that has been done for this. ABA has changed my life. I've found a love for this work and science that I never knew beforehand.

Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Victoria Kelleher

1025 A'e Street #305 Kapolei, hi 96707

kelleher.victoria@yahoo.com

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Adessa Lovell
2080 Aheahea St. | Oahu
adessaslavens@gmail.com

I have personally witnessed the way ABA can change family's lives. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Joanne Getty

92-1185 Palahia Street Kapolei, HI 96707 | Oahu

joanne@autismbehaviorconsulting.com

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Amy Smith Wiech

68-275 CROZIER LOOP | Oahu

amy@autismbehaviorconsulting.com

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Lorelei Bandola
91-1034 Akai street | Oahu
ll.fajardo@yahoo.com

Children with autism deserve the right to receive effective treatment under licensed BCBA's and RBT's. Research has shown that children benefit from ABA and BCBA's are experienced professionals who can make a difference for these individuals to live better lives.

Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Karlette Johnson

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utahcamper@gmail.com

I strongly believe in the value of behavior analysts in our schools to work with autistic children. I have personally seen a huge difference that these professionals make with my nephew. Licensed Behavior Analysts can help our keiki reach their fullest potential. Children in our public schools, in need of ABA, are currently receiving limited support, or no support at all, due to unnecessary barriers and a lack of collaboration. We respectfully request the committee consider this issue in light of the current bill and work with stakeholders to eliminate barriers to service. Medicaid is also required to cover ABA services s Chapter 465-D states, would allow the HIDOE access to potentially millions of dollars in federal funds for our keiki.

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Jerry Rogers

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Karla Rogers

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Kathleen Norris

6518 103 St Ewa Beach, Oahu

knorris@teampbs.com

ABA is the practice of using science to improve lives by trained professionals. As a sibling of an adult with autism with minimal access to ABA, I am heartbroken that services were not widely available which stunted his social growth. I have worked as an RBT in a school on the mainland, and I have seen the positive impact on multiple children's lives. I left the banking world to work in this field because of the positive impact it makes. I stick with science.

Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Christine Cosio - PARENT

1406 Peter Buck St. Honolulu, HI 96817

christine_cosio@yahoo.com

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Gina Gillstrom

504 Kaiolohia St. Kihei 96753 | Maui

ginagillstrom9175@gmail.com

Our keiki deserve support. Teachers are asking for help. We are ashamed of our public schools. No wonder our teachers are leaving. We have over 300 emergency hires for special education. Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Tammy Chang
3103 Esther St | Oahu
tamacha@gmail.com

The task to improve Hawai'i public schools is daunting. However, there have been major strides in moving Hawai'i up the scale, providing effective and efficient education to all of Hawai'i 's Keiki. Licensed Behavior Analysts can help our keiki reach their fullest potential. Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Barney Mollena - PARENT
37 West Waiko Road | Maui
barneymollena@gmail.com

I have a 5 year old son who is autistic. He is non-verbal and can't function in school without his RBT. Without his RBT I know it will be detrimental for him. He has walked away from us in seconds and we wouldn't have a clue where he went. And because he doesn't acknowledge people, it's a scary moment until he is found. Fortunately for me I have a fenced in property to keep him in but he has found his way out when visitors would forget to close our gate. I feel without ABA services we would be forced to keep him at home for his safety. I won't let him be a tragedy should this bill be allowed. The sad part is my son is so smart and has learned to read on his own from the age of two. His memory is amazing and he could name most of the animals and mimic the sound they make. When he was 4 years old, the pre-school teachers would let him read a book during circle time and the children would be amazed that he knew how to read. With his RBT, it is showing him how to function with others that are different than him and be able to express himself to others. Also he is learning how to follow directions to do everyday tasks. With him this is done with constant hand over hand directions.

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Michelle Foushee - PARENT
153-104 Anderson Ct. | Oahu
mlfoushee1@gmail.com

If it weren't for ABA my son wouldn't be where he is today! I'm so grateful for ABA and I want to keep ABA as long as they accept my son in the program. They have not only helped my son who is autistic but as helped myself in so many ways! We need ABA!

Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

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Nicole Skotz

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niciskotz@gmail.com

Hello, I am a licensed behavior analyst, but more than that I stand with everyone who wants and expects most effective teaching methods. ABA is a research based science that can and does help individuals with autism and helps teach teachers on how to best support students. What is occurring in schools is sub par and does not support the children who are being let down everyday. Children are being blamed for challenging behavior, when environments are not effective and training is not occurring for teachers and 1:1 providers. Our children do not get a choice as to where they get to learn and it is unethical and inhumane to the give them sub par and in some cases problematic teaching environment where they are not understood. There needs to be rules as far as training and having confidence in the teaching that is being done. Credentialing is the way to ensure that confidence. Our kids deserve better and i know that it is possible if we work together as a community. Our goal is the same: to educate and give all children in schools a bright and thriving future.

Many of our keiki in our public schools are in need of access to applied behavior analysis (ABA), which they are currently being denied during the school day. Despite the fact that Hawai'i is eligible to participate in Medicaid School-Based claiming, we remain one of the few states that do not have this system in place. As a result, Hawai'i, and our keiki in need, miss out on hundreds of millions of dollars in support annually. We are grateful for the attention our legislators have given to the discussion of behavior analysis in our state. We appreciate the revised language as adopted by Senators Kidani and Baker and stand in support of the current language of the bill.

Mahalo for your opportunity to testify on this bill.



Health Plan Approval for ABA During School Day

Amanda Kelly <akelly@anuenueaba.com>

Wed, Jul 12, 2017 at 6:05 PM

To: Deb_T_Farmer/CIB/HIDOE@notes.k12.hi.us, Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us

Cc: Joanne Brinich <Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us>

Good Evening Deb,

I have a client who has been authorized to receive 40 hours per week of applied behavior analysis services through his health insurer. These services have been determined to be medically necessary to ameliorate the client's symptoms associated with his diagnosis of autism. The family and I have spoken with Joanne Brinich, Central District Education Specialist, in addition to the client's IEP team about coordinating these services. When Joanne and I spoke this afternoon, she recommended I reach out to you and Suzanne, as she did not believe this had ever been done in Hawai'i before. When we spoke, she also informed me that she will be away for the remainder of the summer (July 14 - August 1).

This is certainly the first time I have had a health plan authorize applied behavior analysis services to explicitly occur in the school setting. For this particular case, I was asked to demonstrate that the client was not currently receiving applied behavior analysis services by a licensed behavior analyst in his DOE placement. Currently, Daniel Cordial, the Behavioral Health Specialist (BHS) assigned to the case *does not possess a Hawai'i state license of any kind*. He is not qualified or credentialed to provide behavior analytic services in Hawai'i or any other state. Provided with this information, the health plan authorized 40 hours per week of applied behavior analysis services as appropriate for this client.

This situation will require some creative problem-solving; as this client will need to have his applied behavior analysis services delivered during the school day. I see this as an opportunity for the Department of Education and the health plans to work together and malama our keiki. As school begins in a few short weeks, we will want to develop a plan quickly. I look forward to working with you, Suzanne, and Joanne to identify a meaningful and timely solution. I truly believe we can find a way to have this child remain in his community, neighborhood school, while receiving access to doctor prescribed, medically necessary care.

Mahalo nui,

Amanda N. Kelly, PhD, BCBA-D, LBA
Director, Anuenue Behavior Analysts
Ph: (808) 298-2658 | F: (808) 441-0944



Amanda Kelly <akelly@haldsambek.com>

Health Plan Approval for ABA During School Day

Deb_Farmer/OCISS/HIDOE@notes.k12.hi.us

Mon, Jul 17, 2017 at 8:26

<Deb_Farmer/OCISS/HIDOE@notes.k12.hi.us>

AM

To: Amanda Kelly <akelly@anuenueaba.com>

Cc: Joanne_Brinich/CENDO/HIDOE <Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us> ,

Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us

Hi Amanda,

Please provide me with the doctor order that provides the time for the specific time for this service. Also, what is the health plan?

thanks, Debbie

Amanda Kelly ---07/12/2017 06:07:22 PM---Good Evening Deb, I have a client who has been authorized to receive 40 hours per week of

From: Amanda Kelly <akelly@anuenueaba.com>

To: Deb_T_Farmer/CIB/HIDOE@notes.k12.hi.us, Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us

Cc: Joanne_Brinich/CENDO/HIDOE <Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us>

Date: 07/12/2017 06:07 PM

Subject: Health Plan Approval for ABA During School Day

[Quoted text hidden]

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Health Plan Approval for ABA During School Day

Amanda Kelly <akelly@holdsambeck.com>

Tue, Jul 18, 2017 at 7:25 AM

To: Deb_Farmer/OCISS/HIDOE@notes.k12.hi.us

Cc: Amanda Kelly <akelly@anuenueaba.com>, Joanne_Brinich/CENDO/HIDOE

<Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us>, Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us

Aloha Debbie,

I am able to share that Kaiser and HMSA have issued these approvals and that this matter pertains to many clients, not only the one referenced in my original email (although his needs are the most dense of my existing clients). Curious what you see as next steps. If you would like, we can arrange a meeting with DOE administrators, ABA providers (HABA), health plans, and our legislators. If that is your desire, please send me dates and times you are available to meet. I urge us to move quickly however, as the school year is fast approaching.

Mahalo,


Amanda N. Kelly, PhD, BCBA-D, LBA
Director, Anuenue Behavior Analysts
Cell: (808) 298-2658
Office: (808) 518-4565
Fax: (808) 441-0944
Email: Akelly@anuenueaba.com

On Jul 17, 2017, at 8:26 AM, Deb_Farmer/OCISS/HIDOE@notes.k12.hi.us wrote:

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From: Amanda Kelly <akelly@anuenueaba.com>
To: Deb_T_Farmer/CIB/HIDOE@notes.k12.hi.us, Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us
Cc: Joanne_Brinich/CENDO/HIDOE <Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us>
Date: 07/12/2017 06:07 PM
Subject: Health Plan Approval for ABA During School Day

Good Evening Deb,

I have a client who has been authorized to receive 40 hours per week of applied behavior analysis services through his health insurer. These services have been determined to be medically necessary to ameliorate the client's symptoms associated with his diagnosis of autism. The family and I have spoken with Joanne Brinich, Central District Education Specialist, in addition to the client's IEP team about coordinating these services. When Joanne and I spoke this afternoon, she recommended I reach out to you and Suzanne, as she



Amanda Kelly <akelly@huidasmbc.com>

Health Plan Approval for ABA During School Day

Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us

Tue, Jul 18, 2017 at 7:41

<Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us>

AM

To: Amanda Kelly <akelly@anuenueaba.com>

Cc: Joanne_Brinich/CENDO/HIDOE <Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us>,
Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us

Amanda,

As with all doctor's orders for medical services during the school day, the school receives a copy of those orders for the student record and to be shared with appropriate staff. If you do have the orders, please provide them and we can discuss the issue with the school and the health provider. If there are no orders, then we cannot move forward.

thanks, Debbie

Amanda Kelly ---07/18/2017 07:31:33 AM---Aloha Deb, It appears as though you replied from an email account I cannot respond to:

From: Amanda Kelly <akelly@anuenueaba.com>

To: Deb_T_Farmer/CIB/HIDOE@notes.k12.hi.us

Cc: Amanda Kelly <akelly@anuenueaba.com>, Joanne_Brinich/CENDO/HIDOE <Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us>,
Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us

Date: 07/18/2017 07:31 AM

Subject: Re: Health Plan Approval for ABA During School Day

Subject: Re: Health Plan Approval for ABA During School Day

[Quoted text hidden]

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Health Plan Approval for ABA During School Day

Amanda Kelly <akelly@anuenueaba.com>

Tue, Jul 18, 2017 at 8:14 AM

To: Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us

Cc: Joanne_Brinich/CENDO/HIDOE <Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us>,
Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us

Debbi,

I am not familiar with the process for medical services being provided during the school day. Please call me to discuss, or if possible, email me an outline of the process. This will allow me to streamline supports for impacted families. As some of the information you are requesting is HIPPA protected, I am not able to share what you have requested, without obtaining additional written parental consent. If you want to address this on a case-by-case basis, I can certainly have my clients contact you directly.

Joanne is aware of at least three of the clients (EW, BF, TF) we are discussing, as these have been ongoing needs in Central District. I have petitioned the health plans to cover applied behavior analysis services, across settings, which they have willingly agreed to do, so long as we can prove there is not a duplication of services. Since the DOE does not currently offer fungible services, my requests were approved by the health plans (HMSA, Kaiser, and TRICARE). The next steps, as I see them, are to obtain district approval and assistance in coordinating these services for our families, as part of their medical team.

Mahalo,

Amanda N. Kelly, PhD, BCBA-D, LBA
Director, Anuenue Behavior Analysts
Cell: (808) 298-2658
Office: (808) 518-4565
Fax: (808) 441-0944
Email: Akelly@anuenueaba.com

On Tue, Jul 18, 2017 at 7:41 AM, <Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us> wrote:

Amanda,

As with all doctor's orders for medical services during the school day, the school receives a copy of those orders for the student record and to be shared with appropriate staff. If you do have the orders, please provide them and we can discuss the issue with the school and the health provider. If there are no orders, then we cannot move forward.

thanks, Debbie



Amanda Kelly <akelly@holdsambeck.com>

Health Plan Approval for ABA During School Day

Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us

Tue, Jul 18, 2017 at 1:24

<Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us>

PM

To: Amanda Kelly <akelly@anuenueaba.com>

Cc: Joanne_Brinich/CENDO/HIDOE <Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us>,
Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us

Amanda,

Parents should be following the process under IDEA and Chapter 60 with the IEP team, for services requested by the parent. If a parent wants the school to consider a service, documentation needs to be provided, so the IEP team can consider the request.

Consistent with your information that these are HIPPA protected services, DHS has sent out a memo dated May 31, 2017 to Quest health providers, including Kaiser and HMSA. The memo states, "If justification is provided indicating the ABA service is medically necessary and approved by the QI (Hawaii's Quest Integration) health plan, the health plan will be responsible to provide and cover ABA services before or after school and when school is not in session.

thanks, Debbie

Amanda Kelly --07/18/2017 08:17:54 AM---Debbi, I am not familiar with the process for medical services being provided

From: Amanda Kelly <akelly@anuenueaba.com>

To: Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us

Cc: Joanne_Brinich/CENDO/HIDOE <Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us>,
Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us

Date: 07/18/2017 08:17 AM

Subject: Re: Health Plan Approval for ABA During School Day

[Quoted text hidden]

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Amanda Kelly <akelly@huidssambek.com>

Health Plan Approval for ABA During School Day

Amanda Kelly <akelly@anuenueaba.com>

Tue, Jul 18, 2017 at 3:25 PM

To: Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us

Cc: Joanne_Brinich/CENDO/HIDOE <Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us>,
Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us

[REDACTED]

Deb,

You mention parents need to submit information to the IEP team. For the clients I am writing about, that has been done, as noted in my original email. In response, we have been told "district does not allow this". We have met with building based Principals (Jan Iwase, Malaea Wetzel, and Avis Nanbu) as well as the District Education Specialist, Joanne Brinich, who is copied on these email exchanges. Joanne shared that her hands are tied and encouraged me to reach out to you and Suzanne for direction on this matter, which was the impetus for my original email.

Please send me the link or information my clients and your Principals need to move forward with these doctor prescribed, medically-necessary services. I am the referring provider. It is my recommendation for these clients to receive applied behavior analysis across settings, which has been approved for clients I service through TRICARE, HMSA, and Kaiser. To be clear, we are not discussing Quest client services at this time. Therefore, the DHS memo you referenced is not applicable.

I will reiterate my original request. Please tell me what information the Department of Education needs to enable my clients' access to their medically-necessary care during the school day. If you are unable to assist, perhaps Suzanne could weigh in on the matter.

Mahalo,
Amanda

On Jul 18, 2017, at 1:24 PM, Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us wrote:

Amanda,

Parents should be following the process under IDEA and Chapter 60 with the IEP team, for services requested by the parent. If a parent wants the school to consider a service, documentation needs to be provided, so the IEP team can consider the request.

Consistent with your information that these are HIPPA protected services, DHS has sent out a memo dated May 31, 2017 to Quest health providers, including Kaiser and HMSA. The memo states, "If justification is provided indicating the ABA service is medically necessary and approved by the QI (Hawaii's Quest Integration) health plan, the health plan will be responsible to provide and cover ABA services before or after school and when school is not in session.

thanks, Debbie

<graycol.gif> Amanda Kelly ---07/18/2017 08:17:54 AM---Debbi, I am not familiar with the process for medical services being provided

From: Amanda Kelly <akelly@anuenueaba.com>

To: Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us

Cc: Joanne_Brinich/CENDO/HIDOE <Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us>,
Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us

Date: 07/18/2017 08:17 AM

Subject: Re: Health Plan Approval for ABA During School Day



Amanda Kelly <akelly@hoidsambeck.com>

Health Plan Approval for ABA During School Day

Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us

Wed, Jul 19, 2017 at 7:44

<Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us>

AM

To: Amanda Kelly <akelly@anuenueaba.com>

Cc: Joanne_Brinich/CENDO/HIDOE <Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us>,

Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us

Amanda,

I realize I have not been clear, please let me clarify. The medical service I referenced was skilled nursing, which is delivered on a school campus. Although this service is medical, parents do not pay for this service through their health insurance, rather this service is funded by DOE during the school day on a school campus. Skilled nursing is a related service under IDEA/Chapter 60, it is documented in the IEP. Skilled nursing on a school campus is considered an educational service protected under FERPA, not HIPPA.

The relevance of the DHS memo, is the unlikely position that both Kaiser and HMSA will treat their members differently based on their income status. I doubt that both health providers would discriminate between Quest and non-Quest members. However, I will verify the position of both health plans, Kaiser and HMSA, to be sure.

The Department's position is that only educational services are delivered within the school day. Those services that are medically necessary, such as skilled nursing, are delivered during the school day on a school campus at DOE expense, documented in the IEP and considered educational services.

Since the services you mentioned are protected by HIPPA and are paid through the parent's health plan, these are not educational services and are not be delivered during the school day on a school campus. The DOE has a specific mission to educate school age children/youth and our schools take this mission seriously.

thanks, Debbie

Amanda Kelly ---07/18/2017 03:26:57 PM---Deb, You mention parents need to submit information to the IEP team. For the clients I am writing ab

From: Amanda Kelly <akelly@anuenueaba.com>

To: Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us

Cc: Joanne_Brinich/CENDO/HIDOE <Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us>, Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us

Date: 07/18/2017 03:26 PM

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Health Plan Approval for ABA During School Day

Amanda Kelly <akelly@anuenueaba.com>

Thu, Jul 20, 2017 at 9:51 AM

To: Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us, Suzanne_Mulcahy/WINDO/HIDOE@notes.k12.hi.us

Cc: Joanne_Brinich/CENDO/HIDOE <Joanne_Brinich/CENDO/HIDOE@notes.k12.hi.us>

Debbie,

Thank you for this additional information. While this conversation was initially about access to medically-necessary applied behavior analysis services, one reason health plans are approving school-day requests are because clients are not receiving fungible services from the Department of Education (DOE). For my clients specifically, they have been denied access to applied behavior analysis services from licensed providers in their current DOE placements, which is a violation of state law (Chapter 465-D), as well as IDEA, for failing to provide students a free and appropriate public education (Endrew F. v. Douglas County School District, October 2016).

Over the past two decades, the nation has seen numerous insurance (46 states) and licensure laws (28 states) passed, which have improved educational and medical services for individuals with autism and related disorders, through access to applied behavior analysis. As someone who knows the value of applied behavior analysis; an evidence-based, scientific problem-solving approach, I have dedicated my career to increasing consumer access to services, both locally and at the national level.

It is disheartening and discouraging to experience such resistance and an unwillingness to collaborate from you, on behalf of the Hawai'i Department of Education. The Department's current position on applied behavior analysis appears to be in direct conflict with its own mission to educate our keiki:

"To serve our community by developing the academic achievement, character and social-emotional well-being of our students to the fullest potential. We work with partners, families and communities to ensure that all students reach their aspirations, from early learning through college, career and citizenship."

In order to advance these discussions and identify solutions, I would like to share the Department's official position with the health plans and providers, my clients, your principals, and our legislators. Will the Department be issuing an updated memo on these matters?

Amanda N. Kelly, PhD, BCBA-D, LBA
Director, Anuenue Behavior Analysts
Cell: (808) 298-2658
Office: (808) 518-4565
Fax: (808) 441-0944

On Wed, Jul 19, 2017 at 7:44 AM, <Deb_T_Farmer/OCISS/HIDOE@notes.k12.hi.us> wrote:

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The Senate

STATE CAPITOL
HONOLULU, HAWAII 96813

SENATOR DONOVAN M. DELA CRUZ

August 3, 2017

Dr. Christina Kishimoto
Superintendent
Department of Education
P.O. Box 2360
Honolulu, HI 96804

Aloha Superintendent Kishimoto:

My office received ta concern from Ms. _____, who is the mother of _____, a preschool student at _____ Elementary School. _____ a four-year-old diagnosed with autism and _____ Syndrome as well as other health conditions. Ms. _____ provided the following information regarding her son's case.

During the 2015 legislative session, the Legislature passed, and the Governor signed, Act 199, Session Laws of Hawaii 2015, which requires the licensing of behavior analysts for the practice of applied behavior analysis (ABA). The "Practice of Behavior Analysis" means the design, implementation, and evaluation of instructional and environmental modifications to produce socially significant improvements in human behavior. Practice of behavior analysis includes the empirical identification of functional relations between behavior and environmental factors, known as **functional assessment and analysis**. Practice of behavior analysis also includes the use of contextual factors, motivating operations, antecedent stimuli, positive reinforcement, and other consequences to help people develop new behaviors, increase or decrease existing behaviors, and emit behaviors under specific environmental conditions

According to Ms. _____, _____ has an Individualized Education Program, which she believes should not be utilized because his functional behavior assessment was not conducted by a licensed behavior analyst (LBA). Mr. Daniel Cordial, who is a Department of Education behavior health specialist, conducted _____ functional behavior assessment (FBA).

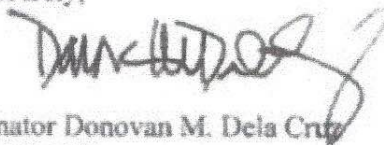
Dr. Kishimoto
August 3, 2017
Page 2

informed that [redacted] has been approved by his health plan to receive 40 hours of ABA services each week. He has been receiving ABA services, overseen by Dr. Amanda N. Kelly (LBA) and her team, for just over a month. Encouraged by her son's progress, [redacted] approached her healthcare provider and received confirmation that her plan will cover ABA services during school hours, so the next step would be to obtain district approval and assistance in coordinating these services, which are critical to [redacted] behavioral, academic, and social-emotional development.

Further, [redacted] refers to state (Chapter 465-D) and federal laws (I.D.E.A), in requesting that the department consider hiring a LBA to conduct a new FBA for [redacted]. She feels that services currently provided to [redacted] may not accurately reflect his most critical needs due to his behavior support plan (BSP) being developed by Mr. Cordial, who is unlicensed, and therefore, she believes is not qualified to conduct this assessment.

I would appreciate a response by Friday, August 18. Should you have any questions please feel free to contact my office.

Sincerely,



Senator Donovan M. Dela Cruz
District 22



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P. O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

October 2, 2017

The Honorable Donovan M. Dela Cruz
Senator, Twenty-Second District
415 S. Beretania Street, Room 208
Honolulu, HI 96813

Dear Senator Dela Cruz:

This letter is in response to your letter dated August 3, 2017 regarding the services being provided to Ms. [REDACTED] son, [REDACTED], at [REDACTED] Elementary School.

Acts 199 (2015) and 107 (2016), Session Laws of Hawaii, codified as Chapter 465D, Hawaii Revised Statutes, established the requirement of statewide professional standards for the licensing of behavior analysts. Although the intent of this legislation was to ensure qualified personnel in the provision of healthcare for children with autism, it directly impacts the Hawaii State Department of Education's (HIDOE) charge in the provision of educational services to all students.

HRS Chapter 465D-7 allows for the following exemptions: "(a) This chapter is not intended to restrict the practice of other licensed or credentialed practitioners practicing within their own recognized scopes of practice and shall not apply to: (1) an individual working within the scope of practice or duties of another licensed profession that overlaps with the practice of behavior analysis; provided that the person does not purport to be a behavior analyst..."

The HIDOE currently recognizes the following licensed or credentialed professionals, whose practice commonly overlaps with behavior analysis, as exempt from the licensed behavior analyst requirement.

- General Education Teachers
- Special Education Teachers
- Resource Teachers
- School Psychologists
- Clinical Psychologists
- Behavior Health Specialists
- Counselors
- Related service providers (i.e., Speech Language Pathologist, Occupational Therapist, Physical Therapist, etc.)
- Social Worker

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

The Honorable Donovan M. Dela Cruz

October 2, 2017

Page 2

The HIDEO is required to comply with the Individuals with Disabilities Education Act (IDEA) and Hawaii Administrative Rules Chapter 8-60; and therefore, must ensure that each student's Individualized Education Program (IEP) is developed by the IEP team and designed to maximize the child's access to and progress in the general education curriculum. Any parent(s)/legal guardian(s) requesting Applied Behavior Analysis (ABA) services through a healthcare provider during the school day may bring the healthcare plan to the IEP team for consideration. It is the IEP team's responsibility to review the healthcare plan and its educational relevance and benefit to the student regarding accessing and progressing in the general education curriculum. Any recommendations and/or services from the healthcare plan determined to be educationally relevant and included in the child's IEP will be provided by the HIDEO.

If a parent(s)/legal guardian(s) disagrees with the school on the program developed by the IEP team, there are procedural safeguards in place. They may:

- Request a mediator to help negotiate or resolve the disagreement;
- File a complaint with the HIDEO Complaints Management Program for review; or
- File for a due process hearing where a hearing officer, after reviewing evidence and hearing testimony, will render a decision with appropriate resolutions.

Should you have any questions, please contact Ms. Annie Kalama, Administrator, Special Needs Section, at (808) 305-9806 or via email at annie_kalama@notes.k12.hi.us.

Sincerely,



Dr. Christina Kishimoto
Superintendent

CMK:ak

c: Governor's Office, Chief of Staff
Governor's Education Policy Analyst
Department of Budget and Finance
Office of Curriculum, Instruction and Student Support

(10/18/2017) Transcription of recorded meeting held for DOE elementary special education teachers. More information is available at the request of our legislators. Please contact Dr. Kelly at (808) 298-2658.

EDUCATION DIVISION (AG): ...if you guys all agree that ABA methodology, you know was the appropriate methodology to be applied in the classroom, for this student, then you need to specify it. I'm not telling you don't do that, that's what your judgment is, that's fine, but be careful. That 9th circuit case doesn't say just cause someone says, "Oh, we need ABA methodology" —and that is an issue that crops up from time to time. Some of you might be aware that there's a particular advocate, for ABA services, named Amanda Kelly and she's pushing an agenda against the DOE —in different areas, but one of those is pushing ABA services to be provided by a BCBA, behavior analyst, in the classroom. I don't know if that means supplanting the teaching or as a supplementary service, because that part is not clear to me. The 9th circuit case is not clear to me what they meant by ABA methodology. Is it teaching? Or, if they meant behavioral services as a supplementary service. That is one of the areas we are exploring as an education division, because that part of the decision isn't that clear. It doesn't give the guidance to the DOE, how do we use this case, like in some of these other areas, like ABA methodology. Right now the advice that I'm giving you who have this issue, in any case where we have this issue, I tell them "we're not going to, you know (inaudible) when it comes to ABA methodology, we're not putting it on the IEP". However, if you as the IEP team believe it is an appropriate teaching methodology and you want to cite that, then fine. But that's different from than "Oh we also need ABA/behavioral services in this classroom, by a BCBA".

AUDIENCE: "So, if you were to use the words, ABA methodology, doesn't that term, that term like, you would have to be certified, right? In order to use that terminology or no?"

EDUCATION DIVISION (AG): Okay, um that's another little area. Are you guys aware of the licensing law that the DOE is facing? Chapter HRS 465-D.

AUDIENCE: No, I mean I know that...

EDUCATION DIVISION (AG): Okay, they refer to something called licensure for a behavioral analysis. Uh, there is a part, and it's not part of I.D.E.A., there is a sub-part in Hawaii Chapter, statutory law, licensing of behavioral analysis or analysts. Okay? That's related to something else, which has to do with insurance reimbursement for ABA service providers. But growing out of that, there's a change in the licensing laws for the state. The licensing laws for the state have a section on licensing of behavioral analysis. And in that law, —all you need to know is that all of you licensed teachers are exempt from those licensing issues. So, for instance, some teachers are aware of this, others are not. And I was taught this by a BCBA, a mom, that as part of your teaching, you use ABA methodologies. You may not recognize it as specific ABA methodology, but you use ABA methodologies. Now this person told

me that not all of our teachers know that expressly. Understand that they do. Okay, anyway that licensing requirement has an exemption for people like licensed teachers. People in your profession that might use behavioral services, that touch on ABA, they're not prohibited from using techniques, which some like ABA methodology. All I am telling you is that at an IEP meeting, if you use the buzz words, they need to have ABA methodology, blah, blah, blah, trust me, someone will make a claim, okay we need an IEP and then that will lead to another claim, which is now we would also like ABA behavioral services, implemented by a BCBA. I mean look, if that's what the team agrees is necessary then that's fine. But I just want you to be aware of it. If that's not what you meant, be weary of talking about it.

You have stuff that you do in your ordinary teaching that is, that someone could say is ABA methodology. But you don't have to say; you don't have to make excuses for that. You don't have to say, well okay, you can do it. All I can say is you can do it. Licensing laws clearly have an exemption for you. The problem for the DOE and it doesn't touch on any of you guys, the problem for the DOE is, it does not apply to the kind of people that you get help from in the district. You have like these BHS's, the ones I've run into are not licensed teachers, they could be licensed in other areas, like counseling. They are not licensed teachers and they are not licensed by that national board that licenses behavior analysts. Okay, the BACB. So they are not Board Certified technicians, under the BACB. They are DOE trained professionals that provide assistance for autistic kids. Uh, and that's a discussion that I think we should have with the state's SPED office. I'll work with them to work that out. Because that is a potential problem area, but that's nothing for you guys to worry about right now. This is a problem area. But for you teachers, this is a non-issue. Just do what you always have done. Okay? All I'm saying is listen. Momi [Patricia Robbins-Makaila, Autism Consulting Teacher] has touched on a point in that 9th circuit case that talked about ABA methodologies and all I'm telling you is unlike transition services that discussion by that court on ABA methodology is not as clear.

Cc: meilyee.cheng@hawaii.gov >

Response to Governor David Ige Email

Today at 12:33 PM

Dear Ms. Hoohuli-Rosa:

This is in response to your email dated October 10, 2017 to Governor David Ige regarding Applied Behavior Analysis (ABA) services.

The Hawaii State Department of Education (HIDOE) is required to comply with the Individuals with Disabilities Education Act (IDEA) and Hawaii Administrative Rules Chapter 8-60 in order to identify, evaluate, and educate individuals with disabilities. The goal of the IDEA is to provide students with a disability a free appropriate public education through individualized and specialized education and related services. Parent(s)/legal guardian(s) requesting to receive Applied Behavior Analysis (ABA) services through a healthcare provider during the school day should bring the treatment plan to the Individualized Education Program (IEP) team for review and consideration. It is the IEP team's responsibility to review the treatment plan and determine whether it is educationally relevant. The IEP team will then determine whether and to what extent autism specific methodologies including ABA are to be provided to student; any recommendations and/or services included in the student's IEP will be provided by the HIDOE.

As you may be aware, healthcare providers such as HMSA will pay for medically necessary ABA "therapy" pursuant to a treatment plan developed outside of the IEP process. The treatment team does not decide whether a student requires ABA services for educational purposes which is a decision reserved for the IEP team. In other words,

medically necessary ABA “therapy” pursuant to a treatment plan developed outside of the IEP process. The treatment team does not decide whether a student requires ABA services for educational purposes which is a decision reserved for the IEP team. In other words, it is the IEP team’s responsibility to determine whether a particular student requires a specific methodology (e.g., ABA) in order to make progress on his/her IEP goals and objectives. In addition, the HIDOE is not required to implement a student’s medically-related treatment plan. It is a HIDOE policy not to allow private providers on campus as it would interfere with the school’s obligation to implement a student’s IEP and to provide special education and related services under the IDEA. Be assured, however, that the HIDOE does currently employ a number of licensed Behavior Analysts and Board Certified Behavior Analyst candidates and continues its efforts to train and hire additional personnel with these qualifications.

If a parent(s)/legal guardian(s) disagrees with the school on the program developed by the IEP team, there are procedural safeguards in place. They may:

- Ø Request a mediator to help negotiate or resolve the disagreement;
- Ø File a complaint with the HIDOE Complaints Management Program for review; or
- Ø File for a due process hearing where a hearing officer, after reviewing evidence and hearing testimony, will render a decision with appropriate resolutions.

Should you have any questions, contact Ms. Annie Kalama, Educational Specialist, Special Needs Section, at (808) 305-9806 or via email at annie_kalama@notes.k12.hi.us.

c: Governor’s Office

11/7/2017

To the Hawai'i Board of Education:

My name is Dr. Amanda N. Kelly. I am writing to express concerns regarding Superintendent Kishimoto's position on hiring and collaborating with licensed behavior analysts (LBAs) for our keiki who require applied behavior analysis (ABA) in the school setting. In 2015, Governor David Ige signed autism insurance "Luke's Law" into law. That same year, he also signed licensure for behavior analysts into law (Chapter 465-D). In 2016, the Department of Education (DOE) contested the Behavior Analyst Licensure law, seeking an exemption. Many families and teachers advocated for maintaining the licensure requirements within DOE public school settings. Our legislators agreed, offering only a temporary reprieve for the requirement of direct support workers to become Registered Behavior Technicians (RBT) until 1/1/2019. The expectation and requirement for licensed behavior analysts was upheld and effective as of 7/1/2016. In 2017, licensed psychologists challenged our law stating they were being pushed out of their right to practice applied behavior analysis (ABA). Our legislators agreed mechanisms exist for those who have behavior analysis in their scope of training and practice. They did not adjust the language of the licensure law during the 2017 session.

This summer, (July 2017) I received authorizations from several commercial health plans who offered to fund applied behavior analysis (ABA) services on DOE school campuses. Denial of this coverage is actually a violation of the mental health parity law. Unfortunately, when I reached out to the Department of Education's administrators, Debra Farmer and Suzanne Mulcahy, I received a less than satisfactory response. Simply put, Debra Farmer stated that insurer-funded ABA cannot occur on a school campus. In reply, I noted:

"While this conversation was initially about access to medically-necessary applied behavior analysis services, one reason health plans are approving school-day requests are because clients are not receiving fungible services from the Department of Education (DOE). For my clients specifically, they have been denied access to applied behavior analysis services from licensed providers in their current DOE placements, which is a violation of state law (Chapter 465-D), as well as IDEA, for failing to provide students a free and appropriate public education (Andrew F. v. Douglas County School District, October 2016).

It is disheartening and discouraging to experience such resistance and an unwillingness to collaborate from you, on behalf of the Hawai'i Department of Education. The Department's current position on applied behavior analysis appears to be in direct conflict with its own mission to educate our keiki: "To serve our community by developing the academic achievement, character and social-emotional well-being of our students to the fullest potential. We work with partners, families and communities to ensure that all students reach their aspirations, from early learning through college, career and citizenship."

In order to advance these discussions and identify solutions, I would like to share the Department's official position with the health plans and providers, my clients, your principals, and our legislators. Will the Department be issuing an updated memo on these matters?"

No additional response was received on behalf of the Hawai'i Department of Education.

On August 3, Senator Donovan Dela-Cruz issued a letter to Superintendent Kishimoto explaining his concerns with the apparent legal violations of the Department of Education for refusing children access to licensed behavior analysts (LBAs) and applied behavior analysis (ABA) on school campuses during the school day. He did not receive a reply for 2 months. Representative Beth Fukumoto also issued a letter to Superintendent Kishimoto on behalf of the same family. I am unsure if Representative Fukumoto ever received a reply.

On September 12, Dr. Kishimoto held a community meeting in Wahiawa on O'ahu. At that meeting several families and teachers spoke to Dr. Kishimoto about their concerns regarding lack of ABA services and licensed providers in the school settings. Dr. Kishimoto appeared to listen to concerns and asked families for their contact information. When the emails between myself and Debra Farmer were mentioned, Dr. Kishimoto said she had not seen these emails and was "interested in learning more".

On September 18, Dr. Kishimoto held a community meeting in Kona on the island of Hawai'i. I had printed a copy of the email exchanges between me and Debra Farmer (with Suzanne Mulcahy copied) to provide to the Superintendent at this meeting. Instead, Dr. Kishimoto was on my flight from O'ahu. So, when we landed, I handed Dr. Kishimoto the emails. I did not mention these emails at the meeting. However, Dr. Kishimoto was asked questions about how students could gain access to ABA and licensed providers during the school day. She responded by saying "I do not have the data in front of me". When asked her plan for bringing the DOE into compliance, Dr. Kishimoto quipped, now that it's litigious, the lawyers will have to figure it out. When asked how families and community members could go about getting ahold of Dr. Kishimoto, she stated, "If you wanted someone who sits at their desk, then you did not need a superintendent, you needed a secretary". When a parent asked, "Does the DOE currently have any licensed or credentialed behavior analysts, Dr. Kishimoto snapped and replied by saying, "I will not be cornered by you at a community meeting". This is alarming, upsetting, and disrespectful, but my concerns do not end here.

In a letter dated, October 2, 2017, Dr. Kishimoto issued a response to Senator Dela-Cruz. In her letter, the Superintendent states: "The Hawaii DOE currently recognizes the following licensed or credentialed professionals, whose practice commonly overlaps with behavior analysis, as exempt from the behavior analyst licensure law"

- general education teachers
- special education teachers
- resource teachers
- school psychologists
- clinical psychologists
- behavior health specialist
- counselors
- related service providers (e.g., Speech Pathologist, Occupational Therapist, Physical therapist, etc.)
- social worker

The actions of the superintendent and the letter she wrote, conveys an arrogance, as she feels (or has been lead to believe) that she's identified a loophole in our state licensure law. Instead, Dr. Kishimoto has publicly acknowledged several federal violations being committed by the Hawai'i DOE (e.g., FAPE, IDEA, and ADA). A class-action lawsuit is now being drafted and a federal case is going to be brought against the Hawaii Department of Education, Dr. Kishimoto, Debra Farmer, Suzanne Mulcahy, and the Hawai'i Board of Education. Lawsuits are no news to Dr. Kishimoto, as evidenced by this 2016 case in the Gilbert Public School District in Arizona.

Now, more than ever, is the time to unite and work together, rather than spend our energies working against one another. I am available to brainstorm solutions. I am here to help. This has been my missive all along. I invite you to learn more about me. I look forward to learning more about each of you and discovering how we can all work together #fourkeiki.

Mahalo,

Amanda N. Kelly, PhD, BCBA-D, LBA
For Our Keiki | <http://fourkeiki.webs.com>
(808) 298-2658 | fourkeiki@gmail.com




STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

November 28, 2017

TO: Deputy Superintendent, Complex Area Superintendents, Principals (All), Public Charter School Directors (All), District Educational Specialists, Student Services Coordinators, Special Education Teachers, and School Based Behavioral Health and Autism Personnel

FROM: Christina M. Kishimoto
Superintendent 

SUBJECT: **Functional Behavior Assessment/Behavior Support Plan Signature Page Procedures**

The Functional Behavior Assessment (FBA) is an assessment designed to identify the function or cause of serious behavior problems. It requires the collection and analysis of both student as well as environmental data and is a process that may occur over a period of time. Once completed, the results are utilized by the team for that individual student, i.e. Individualized Education Plan (IEP) Team, 504 Team, Student Support Team, or Student Intervention Team, etc, to identify targeted interventions that comprise the Behavior Support Plan (BSP).

The process of conducting a FBA or/and developing and implementing a BSP is a team effort. It is imperative that individuals who are knowledgeable of the student (including the parent) and professionals who are knowledgeable about behavior change make up the team.

To ensure fidelity of this team process, please include the attached FBA and BSP signature page to your FBA and BSP reports. Be sure to include all team members' names, signatures, titles, and active professional licensure. Applicable professional licensure may be held from the Hawaii Teacher Standards Board for teachers and school counselors; Hawaii Department of Commerce and Consumer Affairs for Mental Health Counselors, Social Workers, Clinical Psychologists, Marriage and Family Therapists, and Behavior Analysts; National School Psychologist Association for School Psychologists; or related professional licensure granted from other states or national boards.

Should you have any questions, please contact Dr. Wing Kan Hui, Educational Specialist, Student Support Section, at (808) 305-9787 or via email at wing_kan_hui@notes.k12.hi.us.

CMK:ar

Attachment

c: Assistant Superintendents
Superintendent's Office Directors
State Public Charter School Commission
Office of Curriculum, Instruction and Student Support

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER



STATE OF HAWAII
DEPARTMENT OF EDUCATION

Functional Behavior Assessment (FBA)/Behavior Support Plan (BSP)
Signature Page
Current School Year 20__/20__

Student Name: _____ Date of Birth: _____ Grade: _____ Eligibility: _____

School: _____ School ID: _____ Date of Report: _____

Team Members: Record names, signatures and licensure status of all individuals who contributed and shared responsibility for gathering and reviewing FBA/BSP data.

- FBA
- BSP

Name:	Position/Title	Signature	*License Type	License #

Applicable professional licensure may be held from the Hawaii Teacher Standards Board for teachers and school counselors; Hawaii Department of Commerce and Consumer Affairs for Mental Health Counselors, Social Workers, Clinical Psychologists, Marriage and Family Therapists, and Behavior Analysts; National School Psychologist Association for School Psychologists; or related professional licensure granted from other states or national boards.

December 4, 2017 (revised letter)

Original letter sent: 12/1/2017

██████████
On Tuesday, November 28, 2017, I met with Dr. Amanda N. Kelly, BCBA-D, LBA and Ms. ██████████, BCBA, LBA to address ethical concerns Dr. Kelly had regarding my actions as a State of Hawaii, Department of Education (DOE), Autism Consulting Teacher (ACT) who is pursuing certification towards becoming a behavior analyst.

Dr. Kelly brought to my attention, and the attention of my supervisor, actions that I engaged in, which led her to be concerned. She described situations in which I failed to advocate for appropriate steps to be followed when supporting teams with behavior assessments. Dr. Kelly shared she was specifically concerned that I had:

1. Allowed or encouraged others to change assessment dates on Functional Behavior Assessments (FBAs) and Behavior Support Plans (BSP), without first having an updated assessment conducted (BACB 1.04, 2.03, 2.05, 2.09, 3.01, 4.07)
2. Allowed or encouraged others to complete Functional Behavior Assessments, without first obtaining appropriate parental consents (BACB 1.04, 2.03, 2.05, 2.09, 4.04, 4.05)
3. Allowed or encouraged others to complete FBAs and develop BSPs, without advocating for Licensed Behavior Analysts to be team members, as outlined in Hawai'i Behavior Analyst Licensure Law, Chapter 465-D (BACB 1.04, 2.03, 2.05, 2.09, 3.01, 4.07)

The following are areas of the Behavior Analyst Certification Code (BACB), Professional and Ethical Compliance Codes, which were brought to my attention by Dr. Amanda N. Kelly:

1.04 Integrity. (a) Behavior analysts are truthful and honest and arrange the environment to promote truthful and honest behavior in others. (b) Behavior analysts do not implement contingencies that would cause others to engage in fraudulent, illegal, or unethical conduct. (e) If behavior analysts' ethical responsibilities conflict with law or any policy of an organization with which they are affiliated, behavior analysts make known their commitment to this Code and take steps to resolve the conflict in a responsible manner in accordance with law. (BACB 2014, rev. 2016 p.4)

2.03 Consultation. (a) Behavior analysts arrange for appropriate consultations and referrals based principally on the best interests of their clients, with appropriate consent, and subject to other relevant considerations, including applicable law and contractual obligations. (BACB 2014, rev. 2016 p.6)

2.05 Rights and Prerogatives of Clients. (a) The rights of the client are paramount and behavior analysts support clients' legal rights and prerogatives. (BACB 2014, rev. 2016 pp. 7-8)

2.09 Treatment/Intervention Efficacy. (a) Clients have a right to effective treatment (i.e., based on the research literature and adapted to the individual client). Behavior analysts always have the obligation to advocate for and educate the client about scientifically supported, most-effective treatment procedures. Effective treatment procedures have been validated as having both long-term and short-term benefits to clients and society. (BACB 2014, rev. 2016 pp. 8-9)

3.01 Behavior-Analytic Assessment. (a) Behavior analysts conduct current assessments prior to making recommendations or developing behavior-change programs. The type of assessment used is determined by client's needs and consent, environmental parameters, and other contextual variables. When behavior analysts are developing a behavior-reduction program, they must first conduct a functional assessment. (b) Behavior analysts have an obligation to collect and graphically display data, using behavior-analytic conventions, in a manner that allows for decisions and recommendations for behavior-change program development. (BACB 2014, rev. 2016 p.11)

4.04 Approving Behavior-Change Programs. Behavior analysts must obtain the client's written approval of the behavior-change program before implementation or making significant modifications (e.g., change in goals, use of new procedures). (BACB 2014, rev. 2016 p.12)

4.05 Describing Behavior-Change Program Objectives. Behavior analysts describe, in writing, the objectives of the behavior-change program to the client before attempting to implement the program. To the extent possible, a risk-benefit analysis should be conducted on the procedures to be implemented to reach the objective. The description of program objectives and the means by which they will be accomplished is an ongoing process throughout the duration of the client-practitioner relationship. (BACB 2014, rev. 2016 p.12)

4.07 Environmental Conditions that Interfere with Implementation. (a) If environmental conditions prevent implementation of a behavior-change program, behavior analysts recommend that other professional assistance (e.g., assessment, consultation or therapeutic intervention by other professionals) be sought. (b) If environmental conditions hinder implementation of the behavior-change program, behavior analysts seek to eliminate the environmental constraints, or identify in writing the obstacles to doing so. (BACB 2014, rev. 2016 p.12).

Per our conversation with Dr. Kelly she emphasized that I am required to hold myself accountable to the BACB Professional and Ethical Compliance Codes. Moving forward, to ensure that I am adhering with the BACB Professional and Ethical Compliance Code I have committed to taking the following actions:

1. Whenever functional behavior assessments or behavior plans are discussed, I will inform others of their rights and the rights of our students, as understood in Chapter 465-D (BACB 1.04, 2.05, 2.09)

2. Whenever assessments are to be conducted by teams, which I am a member of, appropriate written consents will be obtained from parents and/or legal guardians (BACB 2.03, 2.05, 2.09, 3.01, 4.04)
3. To reconcile any errors I may have made, I will be requesting to reconvene the teams, in which I have been involved, where the FBA and/or BSP were conducted without appropriate provisions. I will request to have my responsibility and roles on these teams to be actively supervised by Ms. [REDACTED] (BCBA, LBA) (BACB, 1.04, 4.05)
4. When there are inaccuracies or actions which I feel are in direct violation with local and federal laws, I will voice my concerns to my employer, in writing (BACB 4.07). In addition, I will work in collaboration with my DOE supervising employer and Ms. [REDACTED], my supervising behavior analyst, to identify a solution to these barriers that satisfies all parties.

I remain committed to my role as an Autism Consulting Teacher with the DOE and I appreciate your support of my efforts to become a behavior analyst. If you have any questions or concerns regarding this letter of clarification, please do not hesitate to let me know. My supervising behavior analyst, Ms. [REDACTED], and me would be more than happy to meet with you at your earliest convenience.

Sincerely,
[REDACTED]

Cc: [REDACTED], BCBA, LBA
Amanda N. Kelly, PhD, BCBA-D, LBA



**KAISER
PERMANENTE.**

[REDACTED]

12/27/2017

[REDACTED]

[REDACTED]

[REDACTED] 2306

Pt has services with BAYADA. Unfortunately per your DOE rules, the therapist is not allowed in the CLASSROOM. I think this would be the BEST place for the therapist to help [REDACTED] for his continued escalations and behavioral issues. It is difficult for the BAYADA therapist to work with the pt. in a community setting after school. The mom and mom's other children have to be there for the up to 15 hours of the time [REDACTED] has services for. The siblings can be distracting, of course, for [REDACTED]. As a result, IF BAYADA therapist can not be in the classroom (the class BAYADA aide would be the most preferable option for all concerned) it is important that [REDACTED] leave at NOON to get his services and to have a medical absence from NOON onward for his public school.

Sincerely,

WALKO, EILEEN B (M.D.)

HILO CLINIC
PEDIATRICS
1292 Waiianuenue Avenue
Hilo HI 96720
Dept Phone: 808-934-4000
kaiserpermanente.org

1/18/2018

Good Afternoon,

Unfortunately, I am unable to attend today's Board of Education meeting in person. Please accept this letter as my written testimony in place of presenting live.

Since September 2017, I have spoken to the Hawai'i Board of Education about my concerns as an advocate for families and providers in the state, specifically recipients and providers of Applied Behavior Analysis (ABA) services. For months, families have testified and shared their stories, as have teachers, siblings, and self-advocates. Although we have asked questions several times (e.g., "How many licensed behavior analysts are employed by the DOE"), we have not received any direct answers to our questions. Rather, we receive retaliatory responses for our advocacy efforts, specifically the cancelling of contracts, or denial of services for students themselves as a result of actions and statements made by Ms. Debra Farmer, DOE Special Education Administrator. As a result of inadequate action and lack of meaningful support, the community is moving forward and a class-action lawsuit will be brought against the state, as originally stated in my testimony on 11/7/2017.

The last time the HIBOE met, 12/5/2017 I asked several questions:

- How many licensed behavior analysts do you have on staff,
- How many are working in the capacity of an LBA,
- How many students have ABA written on their IEPs, and
- What dissemination efforts were taken to inform IEP teams and families about these available services

On January 5, 2018, the Hawai'i Department of Education released a legislative report titled: "Report on Behavior Analyst and Certification Requirements Implementation". This report speaks to some of the questions that I have asked in the past. However, the document also contains information that is incorrect and misleading. I have selected just a few of these errors to bring to your attention today.

DOE Statement: "...the recognized scope of practice of teachers and other professionals overlap with the practice of behavior analysis. Licensed teachers and other licensed educational professionals are exempt per HRS 465-7(a)(1)."

REPLY: Teachers are not licensed by the Department of Commerce and Consumer Protection (DCCA), which means they are not regulated by RICO (Regulated Industries Complaints Office). As stated in Chapter 465-D, a teacher "directly implements intervention or assessment plans under supervision *and does not* design intervention or assessment plans."

DOE Statement: There are approximately 1,000 ASD students who require intensive instruction, as indicated by the need for one-to-one support. These students may require ABA as an IEP service provided by an LBA and Registered Behavior Technician (RBT).

REPLY: The DOE website lists 1,820 students who have qualified for an IEP under a classification of autism.

- How many of these students have been recommended Applied Behavior Analysis (ABA)?
- How many of these students have ABA included in their Individualized Educational Programs (IEP)?
- How many of these students have a Licensed Behavior Analyst (LBA) as a member of their IEP team?
- How many of these students have a Registered Behavior Technician (RBT) as a member of their IEP team?
- How many students without an autism diagnosis have a Behavior Support Plan (BSP) as part of the IEP programming? Of those students, how many have a Licensed Behavior Analyst as a member of their IEP team?

DOE Statement: "Increased HIDEOE LBA and RBT personnel- The HIDEOE employs 154 RBTs (credentialed and in training) and 54 LBAs (licensed and in training).

REPLY: The purpose of the behavior analyst licensure law was to increase consumer protection by creating an easily recognizable license that allows a person to practice behavior analysis. While students of behavior analysis are allowed to practice (under the supervision of a licensed behavior analyst), they may not "purport to be a behavior analyst" per HRS 465-7(a)(1)."

HIDEOE BACB Credentialed Personnel				
District/ Complex Area	# of LBAs	# of LBA Candidates	# of RBTs	# of RBT Candidates
Honolulu District	1	0	0	10
Central District	1	4	1	21
Leeward District	0	15	0	44
Windward District	4	8	5	29
Hawaii District	0	4	0	30
Maui District	5	7	2	3
Kauai District	1	0	0	5
STATE	3	1	1	3
Total	15	39	9	145

Looking at the information provided by the HIDEOE (table titled "HIDEOE BACB Credentialed Personnel"), it would be more accurate for the Department to state that they have 15 Licensed Behavior Analysts (LBA) and 9 Registered Behavior Technicians (RBT) currently, two years into implementation of Chapter 465-D. It should be noted during the 2016 Legislative session Suzanna Mulcahy reported to Representative Della Belatti, that there were 20 Board Certified Behavior Analysts in the DOE and "many more in the pipe". It appears that there are now 5 LESS behavior analysts than were reported 2 years ago. This is certainly a concerning trend.

Even if someone possess the credential of Registered Behavior Technician (RBT), they may not call themselves an RBT or claim they are practicing as an RBT, unless they meet all supervision and related requirements. Currently, RBTs are required to have at least 5% of their hours supervised by a Licensed Behavior Analyst (LBA), who agrees to be the "Responsible Certificiant" for the RBT (<http://www.bacb.com>).

DOE Statement: “Many states have determined that the ABA licensure standard is consistent with the accepted standards of their respective educational professionals. These states have also recognized that the ABA licensure standard could prohibit public and private school employees from performing their full scope of work. As a result, 14 states have either limited or completely exempted schools and educational professionals from this law.

REPLY: This information is false and/or misleading. Many states that have licensure passed these laws 8-10 years ago. When we look at states that pushed autism insurance through early on, we will see low age and dollar caps. This is not because those states did not feel it was important, or that the research does not exist demonstrating efficacy, it was done for political reasons. In all states where autism insurance laws placed low age or dollar caps, they have revised, repealed, or redrafted language since, reflecting what later states have done.

In addition, because a state does not require licensure in school settings, does not mean schools are not providing Applied Behavior Analysis (ABA) by Licensed Behavior Analysts (LBAs). Massachusetts is very clearly one of those states. As a matter of fact, in order to pull funds from Mass Health (for school-based claiming) for ABA services delivered in the school setting, the state requires “the practitioner is required to be licensed by the Board of Registration of Allied Mental Health and Human Services Professions as an Applied Behavior Analyst (ABA), or if prior to January 6, 2016, may be a Board Certified Behavior Analyst (BCBA). In addition, services may be reimbursed if provided by a licensed physician, psychologist, or psychiatrist providing ABA within the scope of his or her licensure; or an Assistant Applied Behavior Analyst (AABA) or other paraprofessional working under the supervision of a licensed ABA. If prior to January 6, 2016, AABA or paraprofessionals may be working under the supervision of a BCBA.”
<http://www.mass.gov/eohhs/docs/masshealth/bull-2015/sbm-29.pdf>

At the same time the 2018 legislative report was released on the DOE website, the report that was intended for the 2017 legislative session was also added to the HIDOE website. Although the report is dated 12/29/2016, it should be publicly acknowledged that this report was not posted until 12/2017.

Reports for the 2017 Legislature

REPORTS ON BILLS AND RESOLUTIONS passed in the 2015 and 2016 Regular Session, Hawaii State Legislature.

	Authorizing Instrument	Subject	Report or Action Requested
1	Act 107 SB 1311, CD1 (2016)	Requires the DOE to report to the Legislature on implementing measures to comply with the behavior analyst licensure and certification requirements.	
2	Act 109 HB 0820, CD1 (2015)	Relating to Public Early Childhood Education	 View report

As always, I am here to help. Now, more than ever, is the time to unite and work together.

Amanda N Kelly, PhD, BCBA-D, LBA
 For Our Keiki | www.fourourkeiki.webs.com
fourourkeiki@gmail.com | 808-298-2658

Student's Name: [REDACTED]

Page 18 of 20

8/11/2016 In response to the Complaint Investigation on Case #1 [REDACTED] the Team agreed to provide 1614 minutes of Teacher Consult services that were not provided during the fourth quarter of school year 2015-2016. These services will be provided by December 2016 by a BCBA/BISS.

Please note the Supplementary Aids and Services - Program Modifications and Supports for School Personnel Tab would not accept the December 2016 date. Any of the 1614 minutes of Teacher Consult Service not used at the time of the Annual Individualized Education Program development date will be included on the next Annual Individualized Education Program.

Mrs. [REDACTED] would like Applied Behavior Analysis to be identified in the Supplementary Aids and Services, Program Modification and Supports for School Personnel section, however, it is not our practice to name specific sciences and/or programs.

Malaea_Wetzel/HALEIWA/HI... 7/18/17

To: Dr. Cc: K

Details



Hi Amanda and Mr. and Mrs. [REDACTED]

Thank you for resending your note to me. I appreciate you sharing that you are currently working with state leadership to help resolve the matter. Unfortunately, in my experience as a DOE administrator, I have NOT encountered any medical/school partnerships. I am aware of other schools working with doctors for medically fragile students, but I have never had those experiences. As for ABA services, personally, I do not know of any other situations. So I apologize, this is very foreign territory for me. Like you, I have been seeking guidance -- but my guidance comes from Joanne, who I am sure consults with Debbie Farmer.

I will wait to see what guidance you receive from Debbie or if I receive something on my side, I will let you know.

Thank you,
Malaea



11/17/17

Parents requested that Behavior Analysis be added under the data collection methods section in the (goals and objectives sections of the) IEP. The team discussed the recent updates to Hawai'i law about including Applied Behavior Analysis (ABA) in the IEP. The Autism Consultant Teacher [ACT], Dr. Lissa Goya indicated that the Hawai'i DOE does not do ABA during the school day. The insurance funded behavior analyst clarified new Hawaii law that stated behavior analytic strategies (for example, but not limited to: data collection methods, reinforcements, FBA/BSP, data analysis) should be reflected on the IEP when it's an integral part of education, also citing the REB vs. HDOE case as a point of reference. At present time, Dr. Goya is pursuing coursework to become a Behavior Analyst and is being supervised by Wendi Park, BCBA/LBA, therefore, utilizing Behavior Analysis as a data collection method is appropriate.

SB-2925-SD-1

Submitted on: 3/12/2018 9:02:50 AM

Testimony for HHS on 3/13/2018 8:30:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Jennifer Ninci	Individual	Support	No

Comments:

Thank you for the opportunity to submit testimony on SB2925 SD1. I support the new language in this bill. I am grateful to our legislators for their incredible efforts in ensuring quality applied behavior analysis supports and encouraging community collaboration on this topic.

Jennifer Ninci, PhD, BCBA-D, LBA

SB-2925-SD-1

Submitted on: 3/12/2018 12:11:22 PM

Testimony for HHS on 3/13/2018 8:30:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Anne Lau	Individual	Support	Yes

Comments:

LATE

March 12, 2018

IN SUPPORT OF SB2925 WITH AMENDMENTS

Dear Senators.

These testimonies of over 250 parents, educators and community members support SB2925 and testify to exempt from Chapter 465D of the Hawaii Revised Statutes a fully credentialed special education teacher. We assert that *a fully credentialed special education teacher, with the support of their multi-disciplinary school team be able to engage in behavior analysis and design and implement behavior support plans.*

Included in this group of testimonies is a letter of support written and submitted by University of Hawaii Professor in Special Education Dr. Mary Jo Noonan. She is also a BCBA. Another letter is written by a special education teacher who has a child with special needs. A parent of a child with autism also shares her experience in a letter she sent us via email. The remaining letters are from community members including teachers and special education teachers who support the amendment above.

Thank you for your time and attention in this matter, and allowing our voices to be heard.

Sincerely,



Naomi Robins-Makaila

February 28, 2018

Senator Baker and Other Senators,

Thank you for allowing me to testify. I am Mary Jo Noonan and am testifying as a private citizen. I hold a PhD in Special Education and am a Professor, a Board Certified Behavior Analyst, and a Licensed Behavior Analyst at the University of Hawaii at Manoa. I am also the Department of Chair of Special Education. In my role at UH, I prepare special educators to teach students with severe disabilities/autism, and I also prepare individuals who desire to become Board Certified Behavior Analysts. Having prepared special educators at UH for 36 years and being a part of a faculty who prepare Behavior Analysts, I can testify to the content and scope of the training of special education teachers and how it compares that of Behavior Analysts. For students with severe disabilities/autism, the foundation of special education instruction – and the instructional approach with the strongest evidence base – is applied behavior analysis. I and my colleagues at UH and across the United States have been training special educators in the area of severe disabilities/autism to implement behavior analysis intervention procedures since the early 1970s – about 30 years prior to the establishment of “board certification” for behavior analysts. In establishing our *verified course sequence* for training behavior analysts, we used the core courses of our special education teacher training program in the area of severe disabilities/autism. Our special education teacher graduates are well-trained in (a) principles of behavior, (b) behavioral assessment methods, (c) behavioral intervention methods, (d) procedures to promote generalization, (e) communication assessment and intervention, (f) functional behavior assessment for challenging behavior, and (g) positive behavior support interventions -- and this list is not exhaustive. **I fully support SB 2925 clarifying that it is within the scope of practice of special education teachers to develop and implement applied behavior analysis assessments and interventions.** It would not make sense to restrict special educators from conducting behavior analysis procedures because that would restrict them from implementing the evidence-based teaching strategies of the special education teaching profession. Thank you.

Mary Jo Noonan, PhD, BCBA, LBA
3357 Anoa'i Place
Honolulu, HI 96822
808-284-4878

February 11, 2018

To Whom It May Concern,

My name is Lauren de los Reyes and I am a licensed special education teacher working for the department of Education, here in Hawaii. I am writing in support of SB2925 addressing concerns with fully licensed special education teachers along with the support of their multi disciplinary team being able to write behavior plans for their students. As a special education teacher, and as a parent I feel that special education teachers together with other professionals who work alongside or with a special needs child, should have the right to develop behavior support plans for their students in their own classrooms.

As a special education teacher who teaches a range of students with a range of disabilities, I feel that teachers should be given the option of being able to create a behavior support plan to help the students in their classrooms. Being able to create a behavior support plan that can help my students has been extremely helpful for many children with extreme behaviors in my own classroom. Because the behavior support plans are created by team members who work with the child on a daily basis, they are extremely individualized, and they take into account not only the needs of that particular child but they also take into account other factors that someone making a plan from the outside may not know and include in the plan. These other factors may include the makeup of the classroom, personalities of the other students within the child's setting, setup of facilities at the school, and curriculum and procedures within the school and classroom. Imagine if every child's Behavior Support Plan was written by an individual who doesn't really know the child's day to day life, or the schedule or environment that the child must navigate on a daily basis? How individualized would it really be?

As a parent of children who are both receiving special education services, I feel it is beneficial for a behavior support plan to be written by team members for the exact same reasons. I feel that a plan should be written with the input of those who see my children on a day to day basis. Those team members are not only the ones who will need to implement the plan in the classroom, they know my child's day to day schedule, as well as my child's personality, what might or might not upset them as well as what might soothe them or work best. It just seems to make sense to me that I would want team members who know my child the best to make the best, most comprehensive plan for my child.

Of course that is not to say that I feel all teachers should be required to do this. I have worked with many children with disabilities over the years from children with severe behaviors including oppositional defiant disorder as well as children in fully self contained autistic classrooms and day treatment programs, as well as children with less intrusive behaviors such as attention deficit disorders, and I am more comfortable addressing those behaviors in my classroom than some. I do not think that all teachers should be forced to create these plans on their own especially if they don't know how. But teachers themselves should definitely help to make those plans to help fit into their own classrooms.

I hope you can see why it's important for fully licensed special education teachers along with the support of their multi disciplinary team to be able to write behavior plans for their students. I really think that if what we are trying to do is create an individualized behavior plan, which addresses the particular needs of each student in their particular classroom environment, then plans need to be created by individuals who really know the student, curriculum, and classroom. Not someone outside of the classroom who hasn't really worked with the student on a daily basis.

Sincerely,

Lauren de los Reyes

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Bridget Parrez
My Address: 1001 Kawokila Blvd 136
Kapolei, HI 96707
My phone number: 488-8884 ext 211
I live in the town of: _____
My profession is: CEO; non profit for adults & children
w/ disabilities

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Bridget Parrez
3/2/18

Signature

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

JENNIFER ROSA

My Address:

100 KAHOLU AVE., STE. 110
MILILANI, HI 96789

My phone number:

808-453-0441

I live in the town of:

AIEA, HI

My profession is:

DIRECTOR OF HR

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

03/02/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Felicia Panoncialman
My Address: 1429 Nohoa str. #1
Honolulu, HI 96822
My phone number: (808) 836-0313
I live in the town of: Honolulu / Maki Ki
My profession is: Human Services

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

F Panoncialman

Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Merte Takushima
My Address: 4800 Kawaihau Rd. Unit F
Kapaa, HI 96744
My phone number: (808) 821-6944
I live in the town of: Kapaa
My profession is: Program Manager of adult services for
persons with IDD

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***

Merte Takushima

Signature

03/02/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Josh Joseph

My Address: 84-219 Jade St.

My phone number: (808) 478-8428

I live in the town of: Waianae

My profession is: Construction

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/4/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Jessica Pierre

My Address: 5385 Cedar Drive
Pearl City, HI 96782

My phone number: 301-802-1465

I live in the town of: Pearl City

My profession is: Behavioral Health Specialists

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Jessica Pierre

Signature

3-4-2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Shane Adams

My Address:

My phone number:

I live in the town of:

Mililani

My profession is:

SSC

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Shane Adams

Signature

3/5/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Thodore Pierre III

My Address: 5385 Cedar Dr.

Pearl City, HI 96782

My phone number: 504-913-8913

I live in the town of: Pearl City, HI 96782

My profession is: US Army Soldier

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Thodore Pierre III

Signature

3-6-2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: SALVADOR F. OBALDO JR.

My Address: 100 KAHELU AVENUE

MILILANI, HI 96789

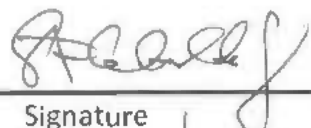
My phone number: 808-622-4200

I live in the town of: WAIPIAHU

My profession is: PROUD CAREGIVER

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/18

Date

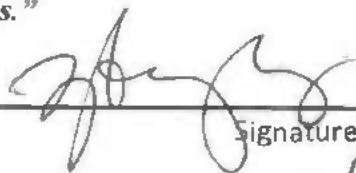
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Zenaida Bumanglag
My Address: 100 Kahulu Ave Suite 110
Ohiki Lani HI 96789
My phone number: 808-622-4200 ext. 107
I live in the town of: Wahiawa
My profession is: Service Supervisor

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

3/2/18
Date

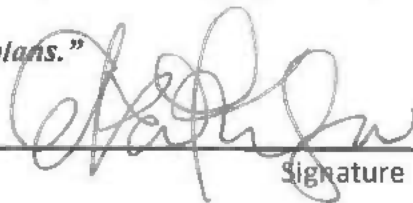
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Erika Kim Sen
My Address: 94-1143 NOHEA'IKI WAY
WAIIPAHU, HI 96797
My phone number: 8084296116
I live in the town of: Waiipahu
My profession is: Behavioral Health Specialist

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

MARCH 05, 2018

Date

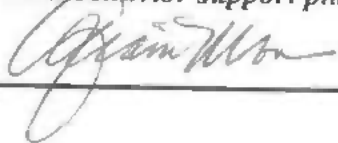
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Geri Ono
My Address: 95-1079 Oliliko St.
Mililani HI 96789
My phone number: 626-1290
I live in the town of: Mililani
My profession is: Educational Assistant

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3-6-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House:
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Riani Kealoha
My Address: 95-1239 Kapaekahi Street

My phone number: 808-888-9952
I live in the town of: Waianae
My profession is: Retail sales associate

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Riani Kealoha
Signature

March 04, 2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: RICHARD KEALOHA

My Address: 95-1239 KAPAEKAAHI ST.

My phone number: 808-792-2199

I live in the town of: WAIHANA

My profession is: SELF EMPLOYED TRUCKING

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

MARCH 4, 2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Patricia J. Fountain
My Address: 84-219 A Jade St.

My phone number: 808-695-9065
I live in the town of: Makaha
My profession is: Retired

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Patricia J. Fountain
Signature

3-4-2018
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Ray S. M. Robinson Jr.

My Address: 84-211 Jade Street
Waianae HI, 96792

My phone number: (808) 218-1757

I live in the town of: Waianae

My profession is: Housing Director PDTH-CARE INC

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone. but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Ray S. M. Robinson Jr.
Signature

March 4, 2018
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Lisa Pakele
My Address: 91-1393 Kekahili St
Kapolei HI 96707
My phone number: (808) 554-6178
I live in the town of: Kapolei
My profession is: Business Development

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Lisa Pakele
Signature

March 7, 2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Kaulana Pakele
My Address: 91-1393 Kekahiki St
Kapolei, HI 90707
My phone number: (808) 554-6158
I live in the town of: Kapolei
My profession is: Musician

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/7/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Kari Kumpis
My Address: 95-1330 Lehiwa Dr.
Mililani, HI 96789
My phone number: (808) 227-1437
I live in the town of: Honolulu
My profession is: SBBH Behavioral Health specialist

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Kari Kumpis

Signature

3/6/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Matilde Beisso
My Address: 1561 Pensacola St.
apt 2004 Honolulu, HI 96822
My phone number: 703 919 2902
I live in the town of: Honolulu
My profession is: counselor

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

3/5/2018
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Kristin Kilroy

My Address: ~~2210~~ ~~46-128~~ 95-1330
Lehiwa Dr.

My phone number: 847-409-5835

I live in the town of: Mililani

My profession is: Teacher (Special Ed.)

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Kristin Kilroy

Signature

3/6/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Nicole Loughlin
My Address: 95-1100 Auina St.
MILILANI, HI 96789
My phone number: (808) 561-3191
I live in the town of: MILILANI
My profession is: Teacher @ Mililani 'Ike Elem.

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/6/18

Date

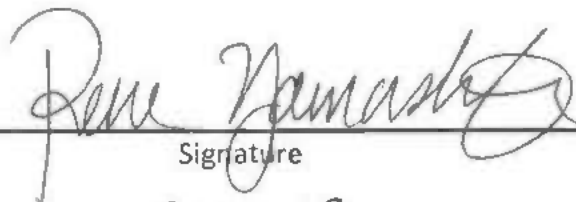
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Rene Yamashita
My Address: 2906 Auhuhu St.
PC HI 96782
My phone number: 808-351-7121
I live in the town of: Pearl City
My profession is: Specd Tchvr.

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3-6-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Tehani M. Robins

My Address:

84-211 Jade St

My phone number:

808-218-1753

I live in the town of:

Waianae

My profession is:

Program Director of PDMI LLC & PDMICare Inc

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I fully support our special education teachers of Hawaii. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Tehani M. Robins

Signature

March 4, 2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Sharon M. Fountain

My Address: 84-2192 Jado St

Waianae HI 96792

My phone number: 808 306.3054

I live in the town of: Makaha

My profession is: ~~Executive~~ Self-Employed - Case Mgmt
Agency for People with Mental Illness

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Sharon M. Fountain
Signature

3-4-2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Deborah Buchholz

My Address:

73-1249 Lihau

Kailua-Kona, HI 96740

My phone number:

808-345-2927

I live in the town of:

Kailua-Kona

My profession is:

Area of Kona Service Supervisor

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I **fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Deborah A. Buchholz

Signature

3-2-2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: JERARDINE M. RAYMOND

My Address: 79-947 Kealahou Street

My phone number: 808-640-4838

I live in the town of: Kealahou, HI: 96750

My profession is: MARRIAGE & FAMILY THERAPY LICHT
ARC OF KONA - SERVICE SUPERVISOR

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis. with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Jerdine M. Raymond

Signature

3/2/18

Date

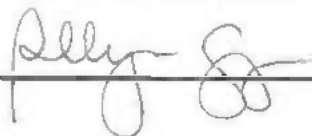
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Allyn Gaspar
My Address: 708 Palekaua st.
Honolulu, HI 96816
My phone number: (808) 216-0486
I live in the town of: Kaneohe
My profession is: Service Supervisor

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Shannon Toubak
My Address: 700 Palakau st
Hon HI 96816
My phone number: (808) 488-8884
I live in the town of: Kaimuki
My profession is: Quality Assurance

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Charity Sena

My Address: 94-130 Pharanale Ip
Mililani HI 96789

My phone number: (808) 623-2810

I live in the town of: Mililani

My profession is: Service Supervisor for individuals
with ID/DD.

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Charity Sena

Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Christine Menezes

My Address: 1174 Waimano Hm Rd #208
Pearl City HI 96782

My phone number: 479-7426

I live in the town of: Pearl City

My profession is: Director

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I **fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Christine Menezes
Signature

3/2/18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Renee Equila

My Address:

4049 Waialae Avenue

Honolulu, HI 96816

My phone number:

(808) 275-7099

I live in the town of:

Honolulu, HI

My profession is:

Adult Day Health Service Supervisor ID/DD

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Charetta Waketa
My Address: 1679 Ala Lanu Pl
Honolulu, HI 96819
My phone number: 808 780 6636
I live in the town of: Honolulu
My profession is: Administration

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Linda Guess

My Address: 1702 Kewalo St. #505

Honolulu, Hawaii 96822

My phone number: 808 550-4237

I live in the town of: Honolulu

My profession is: Service Supervisor for
Individuals with Developmental Disabilities

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Linda M. Guess

Signature

March 2, 2018

Date

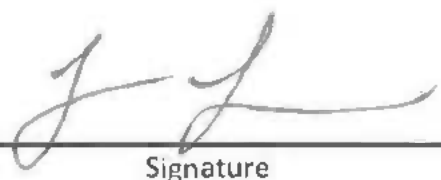
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Jeffrey Lee
My Address: 634 Hawaii St
Hon Hi 96817
My phone number: 391-1267
I live in the town of: Lilihae
My profession is: Director - Bayada Habilitation

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3-2-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Cynthia Alvarez
My Address: 700 Palekana St.
Honolulu, HI 96822 96816
My phone number: 808 277-5606
I live in the town of: Ewa Beach
My profession is: Director of Mission Service

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Cynthia Alvarez

Signature

March 2, 2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: PEARL KAMANA-TILO
My Address: 708 PALEKAUA
HONOLULU HI 96816
My phone number: (808) 464-7800
I live in the town of: WAIANA
My profession is: PAB SERVICE SUPERVISOR

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

March 2, 2018
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Jaimie Cabo
My Address: 708 Palekana Street
Honolulu, HI 96816
My phone number: 488-8884
I live in the town of: Mililani
My profession is: nurse

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I fully support our special education teachers of Hawaii. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: SOFI PUSINS
My Address: 708 Pale Kua St.
Honolulu, HI 96816
My phone number: 808-739-2745
I live in the town of: Kaimuki
My profession is: Center Manager for Adult Day Health @
SECOH (Special Education Center
HI)

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/2018

Date

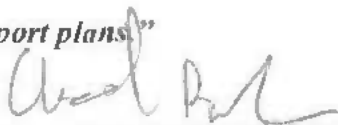
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Chad Palmer
My Address: 708 Palekava St.
Hon, HI 96816
My phone number: (808) 739-2746
I live in the town of: Manoa
My profession is: Director of Community Relations (SECOH)

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***



Signature

3/2/18

Date

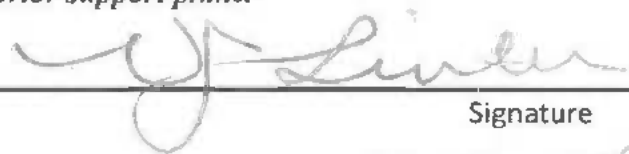
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Vicki Linter
My Address: PO Box 956
Pahoa, HI 96778
My phone number: 808-965-0289
I live in the town of: Pahoa, HI
My profession is: Service Supervisor - Medicaid
waiver

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3-3-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Dr. Nancy Atmospera Walsh

My Address: 1188 Bishop St - Suite 2502
Hono. HI 96813

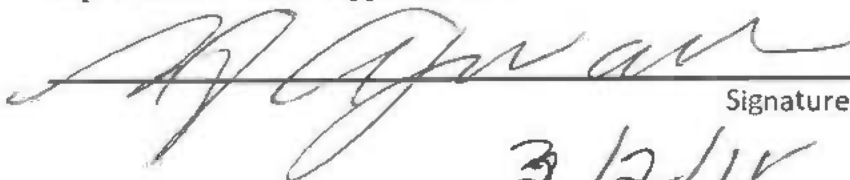
My phone number: 808 525-8888

I live in the town of: Honolulu

My profession is: Registered Nurse, License Nursing
HONO Administrator

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

2/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Cara Rosehill

My Address: 414 Kuwili Street

Honolulu HI 96817

My phone number: 808-532-5502

I live in the town of: Kailua

My profession is: Program Manager for Abilities Unlimited

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Cara Rosehill

Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: GERRY CABANILLA
My Address: 414 KUWILI ST, STE 103
HONOLULU HI 96817
My phone number: 808 380 3404
I live in the town of: KANEHOHE
My profession is: SERVICES SUPERVISOR

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

3/2/18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Jaylene Griffin

My Address:

123 Circle DR

Nahiana HI 96784

My phone number:

808-687-0795

I live in the town of:

Nahiana

My profession is:

Waiver Coordinator / Senior Supervisor
The Arc in Hawaii

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Signature

Date



3/2/2018

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Ruby Generala
My Address: 1727 Kuikela St.
Hon. HI, 96819.
My phone number: (808) 721-5954
I live in the town of: Kalihi
My profession is: HABILITATION MANAGER

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

3/2/2018
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Justus Kavouo

My Address:

91-1029 HOOMAAALII ST.

EWA BEACH, HI 96706

My phone number:

808.264.0735

I live in the town of:

EWA BEACH

My profession is:

SERVICE COORDINATOR / SUPERVISOR

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Justus Kavouo

Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Taylor Cividanes

My Address: 91-1038 Kai Kukuna St
Ewa Beach, HI 96706

My phone number: 570-2845127

I live in the town of: Ewa Beach

My profession is: Service Coordinator

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Taylor Cividanes
Signature

3/2/18
Date

March 2, 2018

We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2

My First and Last Name:

Sheri Funasaki

My Address:

95-210 Naaualii Pl

Mililani, HI 96789

My phone number:

808-772-7062

I live in the town of:

Mililani Hawaii

My profession is:

Special Ed Teacher

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Sheri Funasaki

Signature

3-6-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Daniel Cordial

My Address:

94-705 Paano St

Apt. L3

My phone number:

808-989-3536

I live in the town of:

Waipahu

My profession is:

Academic Advisor

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/8/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Angela Miranda
My Address: 1672 Plumbago Ct.
Honolulu, HI 96818
My phone number: 808-366-2095
I live in the town of: Honolulu
My profession is: Special Education Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make if known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Angela Miranda

Signature

3/8/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Jacqueline Padeken

My Address:

89-217 Waiea Pl.

Waianae, HI 96792

My phone number:

(808) 232-4124

I live in the town of:

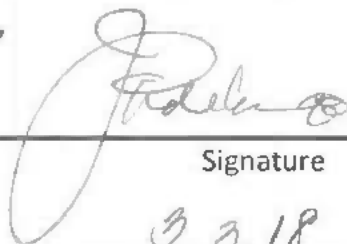
Waianae

My profession is:

housewife

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

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Signature

3.3.18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Kelsi Yonting

My Address:

95-383 Lanikuhana Ave.

Mililani, HI 96789-1869

My phone number:

808.392.6929

I live in the town of:

Mililani

My profession is:

Behavioral Health Specialist

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Kelsi Yonting

Signature

3/7/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Tatiana Macias

My Address:

91-1888 Luahoaana Ct.

Ewa Beach, HI 96706

My phone number:

808-351-6912

I live in the town of:

Ewa Beach

My profession is:

BHS- Autism Project

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Tatiana Macias

Signature

3/6/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Alison Cameron
My Address: 10186 A. Ibis Ave.
Ewa Beach, HI 96706
My phone number: 808.652.5482
I live in the town of: Ewa Beach
My profession is: Behavioral Health Specialist V DOE / MFT-135

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/5/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Morice Hiki

My Address: 91-1120 Hanalei St.

Ewa Beach, HI 96706

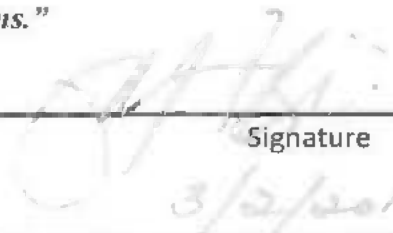
My phone number: 391-0763

I live in the town of: Ewa Beach.

My profession is: Service Supervisor/caregiver

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Emily Lau

My Address: 1876 Ala Mahanoe Street
Honolulu, HI 96819

My phone number: 342-3534

I live in the town of: Moanalua, Honolulu

My profession is: Administrative

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Emily Lau

Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Crystal Hoapili

My Address: 708 palekana street
Honolulu, HI 96816

My phone number: 304-3641610 734-1234(NK)

I live in the town of: Ewa Beach

My profession is: Adult Day Care Coordinator and parent of special needs daughter

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Crystal Hoapili
Signature

MARCH 2, 2018
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Vanessa Cabilan
My Address: 94-158 Kiaha Ln.
Mililani, HI 96789
My phone number: 808 489 2623
I live in the town of: Mililani, HI
My profession is: Goodwill Service Coordinator

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Eris Kurashige
My Address: 3072 Puhiata Rise
Honolulu, HI 96822
My phone number: 808 371-8887
I live in the town of: Manoa
My profession is: ID/OD Services

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Eris Kurashige

Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Melvin Calivoso
My Address: 1471 ~~to~~ Oline St.
Honolulu HI 96818
My phone number: 808-255-4844
I live in the town of: Honolulu
My profession is: Service Supervisor

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/18

Date


March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Wailana Mata
My Address: P.O. Box 246
Waimea Kaula 96796
My phone number: 6341794
I live in the town of: Waimea
My profession is: Easter Seals - Prog Mgr

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature
3/2/2018
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Willie Finley Jr.
My Address: 87-205 Heleluā Street, Unit #5
Maunaloa, HI 96792
My phone number: (808) 778-6935
I live in the town of: Maunaloa
My profession is: Autism Behavioral Health Specialist

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***

Willie Finley Jr.

Signature

3/2/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Qi Lau

My Address:

1119 16th Ave.

Hon. HI 96816

My phone number:

225-0913

I live in the town of:

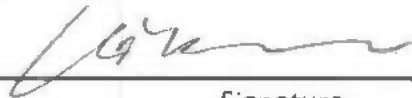
Kaimuki

My profession is:

ACT

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our ~~special education~~ teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to **design** and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***



Signature

3/2/18

Date

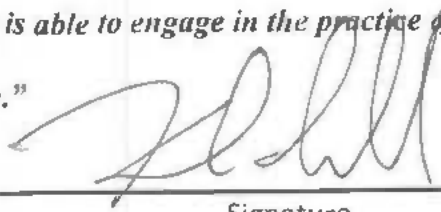
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Kirk Nakaki
My Address: 750 Amana St. #802
Honolulu HI 96814
My phone number: 30 740 3153
I live in the town of: Honolulu
My profession is: BHS

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Tisha Takazawa
My Address: 110-204 Melekehina Pl., Suite 3
Keolu, HI 96749
My phone number: (808) 961-3716
I live in the town of: Pepee'okea
My profession is: Program Manager @ Easter Seals Hawaii

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Bridget Pamer

My Address: 1001 Kawokila Blvd 136
Kapolei, HI 96707

My phone number: 488-8884 ext 211

I live in the town of: _____

My profession is: CEO; non profit for adults & children
w/ disabilities

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***

Bridget Pamer
3/2/18

Signature

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Jay Raymundo
My Address: 100 Kahala Avenue, Suite 110
Mililani, HI 96789
My phone number: (808) 497-8157
I live in the town of: Wahiawa
My profession is: Healthcare Management

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

3/2/18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Ernalene S. Padunan
My Address: 100 Kahalu Ave, Suite 110
Mililani, HI 96789
My phone number: (808) 234-9164
I live in the town of: Honolulu
My profession is: RN

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

JEAN G. DIMANDO

My Address:

100 KAHELU AVE., SUITE 110

MILILANI, HI 96789

My phone number:

(808) 234-9163

I live in the town of:

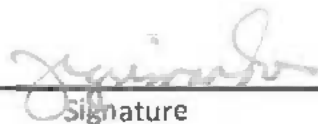
WAIKAIU

My profession is:

ACCOUNTANT

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

03/02/2018
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Marcia Makaya
My Address: 1717 Nanea St. Apt. C
Honolulu HI 96826
My phone number: 808-227-0326
I live in the town of: Honolulu (McCully)
My profession is: Exam. Tech.

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I fully support our special education teachers of Hawaii. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

03/10/2018
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Paula Cambe

My Address: 3412 Waialae Ave apt 112

Honolulu, HI 96816

My phone number: 808-683-5063

I live in the town of: Kaimuki

My profession is: Optometrist Assistant

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/2018

Date

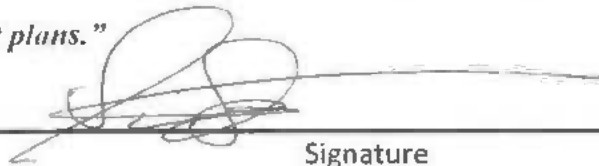
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Sadie Ushry
My Address: PO BOX 29241
HONOLULU, HI 96820
My phone number: (808) 945-9957
I live in the town of: Honolulu
My profession is: Optician

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Shannon Woodward

My Address:

1867 HOOHULU ST

My phone number:

(808) 597-7774

I live in the town of:

Pearl City

My profession is:

Meat cutter

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team, is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Signature

Date

3/10/18

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Curtis Hirani

My Address:

95-218 Haleleka Pl

M:1 HI 96789

My phone number:

224-6276

I live in the town of:

Mililani

My profession is:

Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I fully support our special education teachers of Hawaii. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Jessica Garbet
My Address: 92-831 Makakilo Dr # 26
Kapolei, HI 96707
My phone number: _____
I live in the town of: Kapolei
My profession is: Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans"*

Jessica Garbet
Signature

March 6, 2018
Date

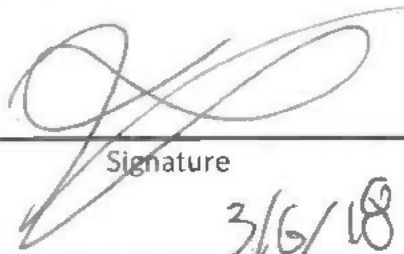
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Kaitlin Lopez
My Address: 92-1150 Hame st #105.
Kapolei HI 96707
My phone number: 344 5344
I live in the town of: Kapolei
My profession is: Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/6/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Richard Kealoha

My Address: 85-1408 Kaparekahi St.

My phone number: (808) 597-0671

I live in the town of: Waimanalo (HI)

My profession is: Melwright / Heavy Equipment Op.

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

Feb 5, 2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Hiran Palimou III
My Address: 1572 Meigs St
Honolulu 96818
My phone number: 808 393-8475
I live in the town of: Kalihi
My profession is: Sans Club

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Hiran Palimou III
Signature

3-10-18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

JESSE Q. MALAB

My Address:

1312 HOOSE LN HONOLULU

HI. 96817 - USA

My phone number:

808 424 - 0530

I live in the town of:

HONOLULU

My profession is:

MAINTENANCE

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

MARCH 10, 2018
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House.
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: KENQUATA BROWN

My Address: _____

My phone number: (808) 892-1179

I live in the town of: HONOLULU

My profession is: TIRE TECH

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

K. Brown

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Denise Burr
My Address: 1723 AHA AOLAHI
HONOLULU, HI 96819
My phone number: 808-839-7994
I live in the town of: HONOLULU
My profession is: WHOLESALE

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Denise H Burr

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Anita DFLDA
My Address: 649 N. Vineyard Blvd 35-2
Hon, HI 96817
My phone number: 808-268-7282
I live in the town of: Kalihi
My profession is: Associate Sam Club

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Anita DFLDA
Signature

3/10/18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Earl Dayton

My Address: 1622 Malibu St

My phone number: 808-841-8680

I live in the town of: Honolulu

My profession is: Sales Associate

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

3/10/2018
Date

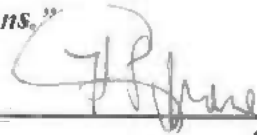
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: HELEN MEMBRERE
My Address: 1024 KILOHANA ST
HONOLULU, HAWAII 96819
My phone number: 808 389 8311
I live in the town of: KALIHU, HONOLULU
My profession is: RETAIL

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Trixie Sellet

My Address: 1712 POKI ST. APT 11

My phone number: 808-781-8418

I live in the town of: HONOULU, HI

My profession is: retail

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

03/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Monica Feliciano
My Address: 735 Lukepunc Ave #4
Honolulu, HI 96816
My phone number: 808-779-6366
I live in the town of: Kapahulu
My profession is: photo tech

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Monica Feliciano

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Joelyn Chan

My Address: 682 Kalakoa St.

Hon. Hi. 96825

My phone number: 808-227-6392

I live in the town of: Hawaii Kai

My profession is: photo tech.

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***

Joelyn P. Chan

Signature

3. 10. 18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Jeffrey F. Guanilo

My Address:

757 Gulick Ave Apt #3

My phone number:

(808)-848-2806

I live in the town of:

Honolulu

My profession is:

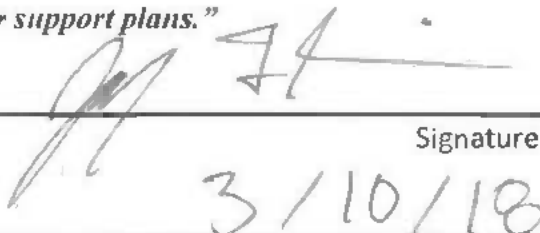
Retail

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Signature

Date


3/10/18

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Jarrett Lum

My Address:

330-D Olomana St

My phone number:

(808) 256-6790

I live in the town of:

Kailua

My profession is:

Cashier

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Jarrett Lum

Signature

3-10-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Vatrysh Tomas

My Address: 1043A Long Lane
Hon., HI 96817

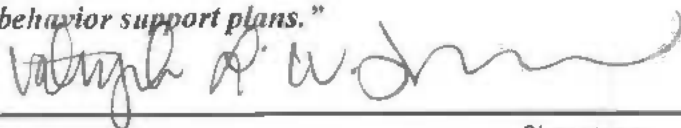
My phone number: _____

I live in the town of: Honolulu, HI

My profession is: Retail

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

03/02/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Doralina William
My Address: 1339 Liliha Str. Unit 218
Honolulu, HI 96817
My phone number: (808) 954-2836
I live in the town of: Kalihi
My profession is: Cashier

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Doralina William

Signature

3/10/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: HAWAII. F. HIGA
My Address: 750 KEBANDUKA ST
HONOLULU
My phone number: (808) 294-2839
I live in the town of: AIEA
My profession is: FOOD HANDLER (CAFE PPT)

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Hawaii. F. Higa

Signature

3/10/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Nahelani Agae Naipo

My Address: 2729 Kapiolani Blvd Apt 304 Honolulu, HI
96826

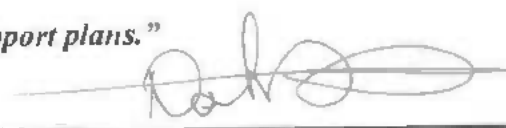
My phone number: 808 852 9945

I live in the town of: Honolulu

My profession is: Cashier

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Courtney Lynch
My Address: 2660 Liliha St.
Honolulu, Hi 96817
My phone number: 808 753 8034
I live in the town of: Honolulu
My profession is: Cashier

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

03/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Kayla Halemano

My Address: 2845 Wai'alae Ave #112
Hon. HI 96826

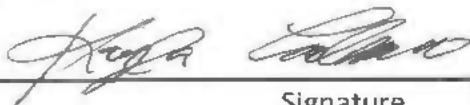
My phone number: 341-0211

I live in the town of: Honolulu

My profession is: Cashier

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***



Signature

3/10/18

Date

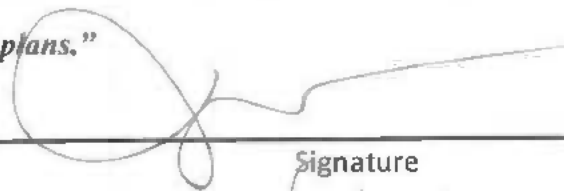
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: JORI KOPROMIUS
My Address: 1545 Anapuni St B613
Honolulu HI 96819
My phone number: (808) 738-7037
I live in the town of: Kaalahe
My profession is: Supervisor

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***



Signature

3/10/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Leslie Dijos

My Address: 7724 Waikopa Loop

My phone number: 202-2159

I live in the town of: Hawaii Kai

My profession is: Optician

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Leslie Dijos

Signature

3-10-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Alicia Madrone

My Address: 1001 Kiekie Pl.
Wahiawa HI 96786

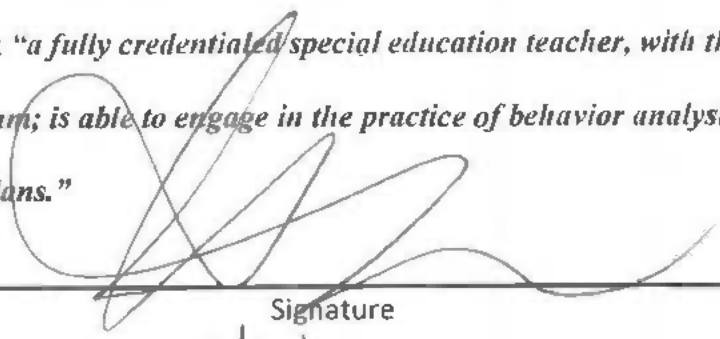
My phone number: 800 420 1893

I live in the town of: Wahiawa

My profession is: Manager

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Nicki Kuroda

My Address:

111 Wilton Ave Apt 1311
Honolulu, Hawaii 96822

My phone number:

787-464-3849

I live in the town of:

My profession is:

Retail

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Julian Tharngan

My Address: 2141 Algaroba St. Apt A7
Honolulu HI 96826

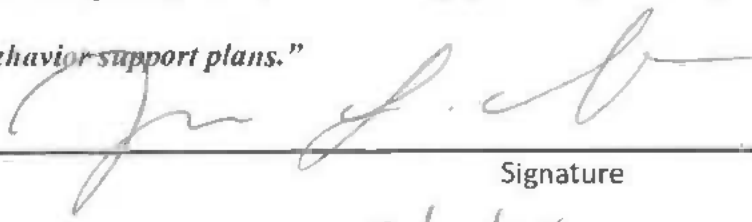
My phone number: 808-498-8163

I live in the town of: Honolulu

My profession is: Retail Associates

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

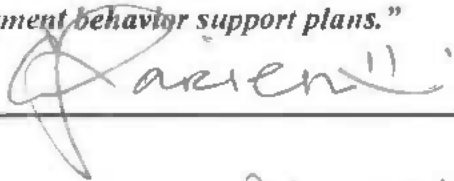
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: CHARIEN MOKIAO
My Address: P.O. BOX 947
HONOLULU HI 96808
My phone number: 808.221.5304.
I live in the town of: MCULLY.
My profession is: RETAIL

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

MARCH 10, 2018

Date

March 2, 2018

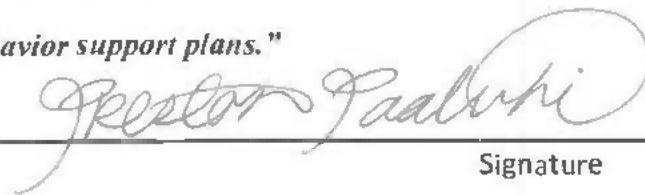
**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: PRESTON PAALUHI
My Address: 2245 ANIANIKU STREET

My phone number: 1(808) 206-3746
I live in the town of: HONOLULU
My profession is: JAM'S CLUB

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

MARCH 10 2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Charlotte Kamiya
My Address: PO Box 22872
Honolulu, H
My phone number: (808) 517-0086
I live in the town of: Honolulu
My profession is: _____

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Charlotte King

Signature

March 10, 2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

KEITH PARK

My Address:

802 PROSPECT ST #402
HONOLULU, HI 96813

My phone number:

I live in the town of:

Honolulu Downtown

My profession is:

manager

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

3-10-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Lori Cadawas
My Address: 1234 Alexander St #708
Hon, HI 96870
My phone number: 808 214-0449
I live in the town of: Makiki
My profession is: Disabled

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/11/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Ellis F. LALAN

My Address: P.O. Box 62058, Honolulu,
HI 96839

My phone number: (808) 383-6195

I live in the town of: Honolulu (Makiki)

My profession is: INVESTIGATIONS

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3-10-2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Monette Cannon

My Address:

1441 Victoria St

1603 Honolulu, HI 96822

My phone number:

809-791-8372

I live in the town of:

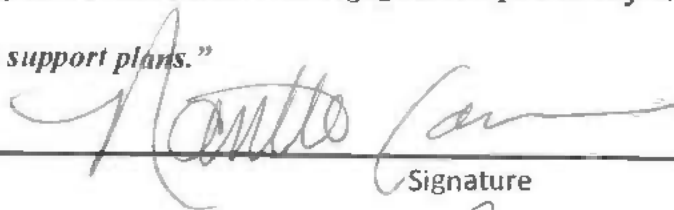
Moikai

My profession is:

Manager

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I **fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3-10-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Karen Kauchi
My Address: PO BOX 31065
Hnl, HI 96820-1065
My phone number: 808 - 7542787
I live in the town of: Aiea
My profession is: Retired

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Karen Kauchi

Signature

10 MAR 2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Jouelle H. Kaachua

My Address: _____

My phone number: _____

I live in the town of: Honolulu

My profession is: Resident Manager

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis until design and implement behavior support plans."*

Jouelle H. Kaachua

Signature

3/10/18

Date

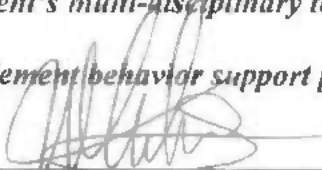
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Monica Andrews
My Address: 41-330 Manawaiola St.
Waimanalo, HI 96795
My phone number: 808 724 9636
I live in the town of: Waimanalo
My profession is: Baker

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***



Signature

03/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Eric Halmquist
My Address: 710 Pomehara #9
808 292-50730
My phone number:
I live in the town of: McCully
My profession is: waiter

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Eric Halmquist
Signature
3/10/18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Kajin Williams

My Address:

1545 Linapuni St B716

My phone number:

808 352 2028

I live in the town of:

My profession is:

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Kajin Williams
Signature

10/10/18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House.
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Joylana ENDS
My Address: 1545 Liniapuni St. B716
Hon, HI 96819
My phone number: (808) 752-2028
I live in the town of: Kalihi
My profession is: _____

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

03/10/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: MARVIN MANUEL
My Address: 2440 CAMPOS RD. #552
HONOLULU, HI 96822
My phone number: 808-756-1045
I live in the town of: HONOLULU
My profession is: PLANNING PROGRAM MANAGER

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

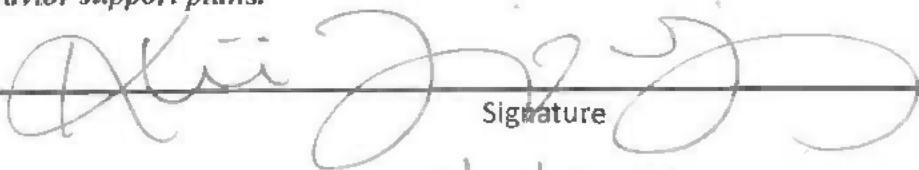
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Kahōkū Lindsey Asing
My Address: 2331 Seaview Ave.
Honolulu Hi 96822
My phone number: 808-333-2239
I live in the town of: Mānoa
My profession is: Site Coordinator - Pūhaha Leo o Mānoa

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

SURABNI MATHUR

My Address:

290 ala Waiola St, 39A

HONOLULU, HI - 96818

My phone number:

808-387-8521

I live in the town of:

Honolulu.

My profession is:

-

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I **fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

March 10, 18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Manish Mathur

My Address: 990 Ala Nanale St
Honolulu HI 96818

My phone number: 808-382-6189

I live in the town of: Honolulu

My profession is: _____

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Paul Awana

My Address:

Po Box 4857

Kaneohe 96744

My phone number:

864 3639

I live in the town of:

Kaneohe

My profession is:

Police officer

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I fully support our special education teachers of Hawaii. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3-10-18

Date


March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Donna Turner
My Address: 91-1305 Phamaeole st #330
My phone number: 808-723-1114
I live in the town of: Ewa Beach HI
My profession is: Manager @ Deluvia

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature
3-10-18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Heath Hollenbeck

My Address: 5569 Kawakui St.

My phone number: 808-738-6299

I live in the town of: Honolulu

My profession is: Director of IT

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

3.10.18
Date

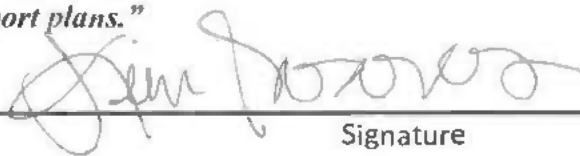
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Kim Soares
My Address: 4342 Palahinu Pl.
Hon. HI 96818
My phone number: 808 422 4202
I live in the town of: Honolulu
My profession is: Up of sales

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I fully support our special education teachers of Hawaii. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Donni-Rae Pang

My Address:

511 Liliha Place

Honolulu, HI 96817

My phone number:

I live in the town of:

Honolulu

My profession is:

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Donni Rae Pang

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Shaelyn Pasco

My Address: _____

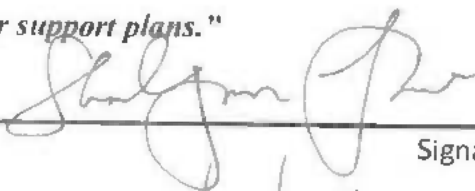
My phone number: 808-772-8806

I live in the town of: Honolulu, HI

My profession is: Student

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

03/11/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Kelvan Kawamata

My Address:

60 North Mimitz Hwy

My phone number:

808-840-9172

I live in the town of:

Honolulu

My profession is:

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Helen Casano

My Address: 1601 Punahou St
Honolulu, HI 96822

My phone number: (808) 943-3265

I live in the town of: Honolulu (Makiki)

My profession is: teaching

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Helen Casano

Signature

March 10, 2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

KEVIN M. NAKASATO

My Address:

My phone number:

I live in the town of:

Honolulu

My profession is:

SELF EMPLOYED

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Shannon Nakasato

My Address: _____

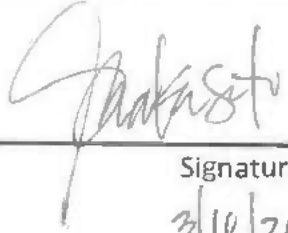
My phone number: _____

I live in the town of: Hono. HI

My profession is: dentist

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Prekchya Singh

My Address: 1717 Makiki St
Honolulu, HI 96822

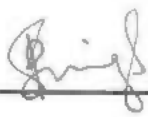
My phone number: _____

I live in the town of: Honolulu

My profession is: Student

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

03/30/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Anna Motusue

My Address:

3460 Wiliam Ave

My phone number:

I live in the town of:

Honolulu

My profession is:

Accounting

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: AMY MOTOSUE

My Address: 3308 Georgy St.

My phone number: _____

I live in the town of: Honolulu, HI

My profession is: Criminalist

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Amy Motosue

Signature

03-10-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Gary Wong

My Address:

1137 Aloha Way

Honolulu, HI 96814

My phone number:

(808) 372-6622

I live in the town of:

Honolulu

My profession is:

Security Guard

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Christina Miyake

My Address:

301 Hinahina Place

My phone number:

(808) 230-6010

I live in the town of:

Kailua

My profession is:

Office Clerk

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: MATE WEEHAN

My Address: 367 ISMALIA LP

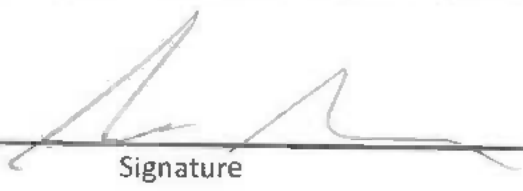
My phone number: _____

I live in the town of: KAILUA

My profession is: AUTO TECH.

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

3/12/18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

P. Tachibana

My Address:

91-150 Omilu Pl

Ewa Beach 96706

My phone number:

I live in the town of:

Ewa Beach

My profession is:

Clerk-Typist - QMC West

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature:

3/10/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Rose Paray
My Address: 700 Richards St apt. 906
My phone number: 595-3746
I live in the town of: Honolulu
My profession is: Early arrival

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Rose Paray

Signature

March 9, 2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Nalani Peahi

My Address:

2364 Harding Ave #5

My phone number:

780-9850

I live in the town of:

My profession is:

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Nalani Peahi Peahi

Signature

3/10/08

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Stephanie Bento

My Address:

5660 Opiki St
Hon HI 96821

My phone number:

I live in the town of:

Aiea, Hawaii

My profession is:

Retired

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Stephanie Bento

Signature

3.10.18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Darlynne K. Kauahipauka

My Address: 552 Haukea St

My phone number: 808-~~421~~ 387-4446

I live in the town of: Honolulu

My profession is: Sales Associate

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Darlynne K. Kauahipauka
Signature

3/18/2018
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Wayne Fukushima

My Address:

45-607 Loih. St.
Kaneohe Hi 96744

My phone number:

I live in the town of:

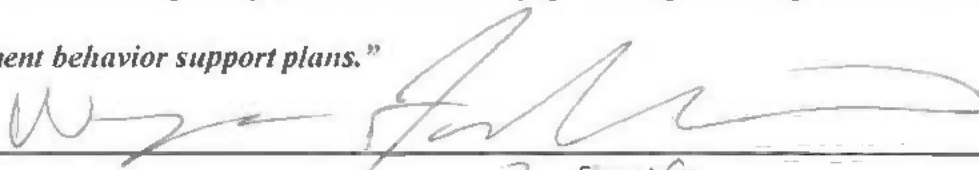
Kaneohe

My profession is:

Laborer

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Sondra Lee
My Address: 1441 Victoria St #501
Honolulu, HI 96822
My phone number: (808) 255-8998
I live in the town of: Honolulu
My profession is: Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Sondra Lee

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

CHRISTOPHER LYNN

My Address:

1039 KARLS PL

KAILUA HI

My phone number:

927-1797

I live in the town of:

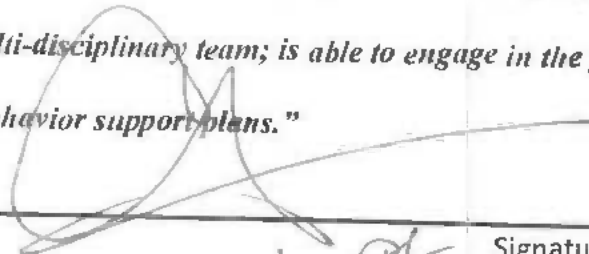
KAILUA

My profession is:

COOK

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/9/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name;

Rainy Miyamoto

My Address:

3153 CAHARUE ST

HAWAII HI 96815

My phone number:

478 2484

I live in the town of:

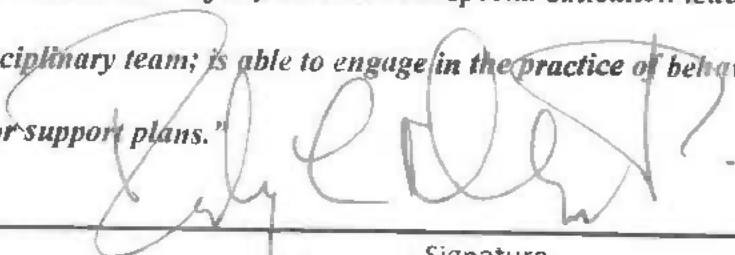
HULL

My profession is:

CHIEF

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Chrisua T. WOO
My Address: 380 N. Bantawa St Apt. 607
Hon, HI 96817
My phone number: 808-781-2395
I live in the town of: Honolulu
My profession is: Substitute Teacher

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Glenn K. Wood
My Address: 360 Martha Barstow Dr #107
Hon, HI 96817
My phone number: 230-9225
I live in the town of: Honolulu
My profession is: Trade Driver

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

GW

Signature

3/9/18

Date

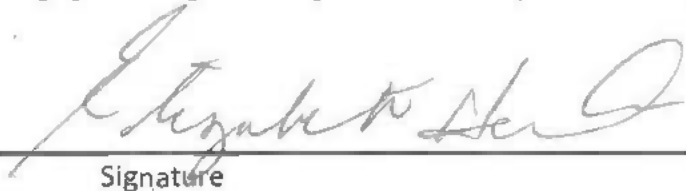
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Elizabeth Hanawaime
My Address: 4-375 Makawala Ct
Waimanalo, HI 96795
My phone number: 808 391 3643
I live in the town of: Waimanalo,
My profession is: ACO

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

03/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Jean Garry
My Address: P.O. Box 19982
Honolulu HI 96817
My phone number: 808 969-0363
I live in the town of: Honolulu
My profession is: Retired

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Jean Garry

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

RANIER KAHALU

My Address:

1331 MO NIMITZ HWY

My phone number:

808 - 421 - 7085

I live in the town of:

HONOLULU

My profession is:

SECURITY MANAGER

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Ranier Kahalu

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Jon Repoza

My Address: 87-255 Mikom St.

Waiance, HI, 96792

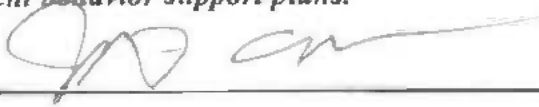
My phone number: 808-621-8551

I live in the town of: Waiance

My profession is: Health insurance

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/2018

Date

March 2, 2018

We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2

My First and Last Name: Thorne Fontanilla

My Address: 87-255 Miliana Street

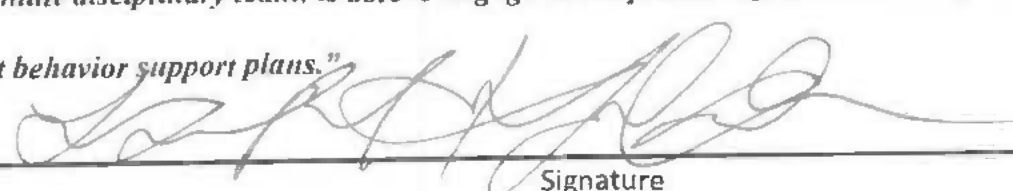
My phone number: 808 554.4025

I live in the town of: AAHUKULI

My profession is: Prescription Benefits Mgr. Customer Care

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Julina Hanawahine
My Address: 41-330 Manawaiola St.
Waimanalo, HI 96795
My phone number: 724 9633
I live in the town of: Waimanalo
My profession is: Homemaker

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Julina Hanawahine

Signature

03/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Josh Hankin

My Address:

1645 Dole Street Apt 201

My phone number:

330 391 - 0876

I live in the town of:

Honolulu

My profession is:

Local Business Management

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: TEHYA DRUMMOND
My Address: 732 CEDAR ST APT 3
HONOLULU, HI
My phone number: 808-673-8443
I live in the town of: HONOLULU
My profession is: EDUCATION

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***



Signature

03/10/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Hazelyn Hernandez

My Address:

P.O. Box 355

Hoochua, HI

808 658-1837

My phone number:

I live in the town of:

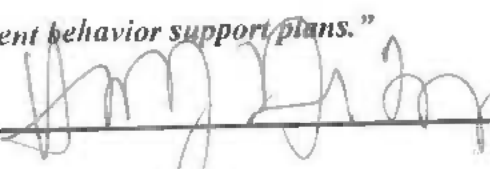
Hoochua, HI 96729

My profession is:

Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Penny K. Makaila
My Address: 41-930 Kalanianaʻole Hwy
Waimanalo, HI 96795
My phone number: (808) 258-2129
I live in the town of: Waimanalo
My profession is: Home maker — Retired

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Penny K. Makaila

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Reumers R. Makaila
My Address: 41-930 Kalamianole Hwy.
Waimanalo, HI 96795
My phone number: (808) 258-1789
I live in the town of: Waimanalo
My profession is: Retired Firefighter

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Reumers R. Makaila

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Jane Katahira

My Address:

My phone number:

808 294 3212

I live in the town of:

Honolulu

My profession is:

Child Care

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Jane Katahira

Signature

3/16/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Ryan Jackson
My Address: 441 Lewers St
Honolulu, HI
My phone number: 310-401-2732
I live in the town of: Waikiki
My profession is: Business owner

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***



Signature

3/10/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Mary Jane Joaquin

My Address: 91-1271 Kamaeha Ave.

My phone number: 753-1819

I live in the town of: Kapolei

My profession is: OA w / Hawaii Housing

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Mary Jane Joaquin
Signature

3/10/2018
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Nancy Yom

My Address: 34 Nihi St.

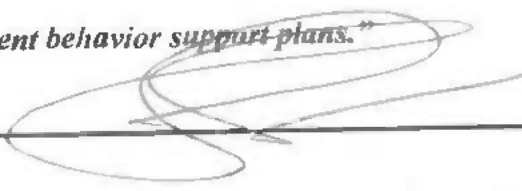
My phone number: _____

I live in the town of: Honolulu

My profession is: Business Management / Education

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Gerrell Yamada

My Address:

1014 Ala Kapua Pl

My phone number:

I live in the town of:

Honolulu

My profession is:

Caregiver

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Gerrell Yamada

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Matt Grover

My Address: 2421 Ala Wai Blvd.

My phone number: _____

I live in the town of: Honolulu

My profession is: Business Analyst

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis und design and implement behavior support plans."***


_____ Signature

3/16/18
_____ Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Todd M. Erato

My Address:

1560 Kamehameha St. # 813

My phone number:

808-840-9108

I live in the town of:

Honolulu

My profession is:

Maintenance

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Todd M. Erato

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Richard Gary

My Address:

91-2150 Kamele St

My phone number:

808 780 2440

I live in the town of:

Ewa Beach

My profession is:

Planner

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Signature

3-16-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: LISA MARIE AKAY
My Address: 1248 WILHELMINA
HON. HI 96816
My phone number: 428198
I live in the town of: KAMUKI
My profession is: NATIONAL ORGANIZER

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Liane Takara

My Address:

2505 E. Maunaloa Rd
96822

My phone number:

988-4097

I live in the town of:

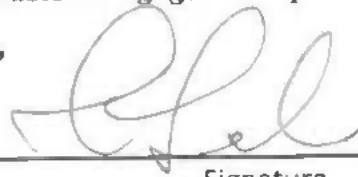
Hon.

My profession is:

Retired

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Isaacs Broad
My Address: 2600 LiLiha St.
Honolulu, Hawaii
My phone number: 808-226-9044
I live in the town of: LiLiha.
My profession is: Meat Cutter.

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Isaacs Broad
Signature
3-10-18
Date

March 2, 2018

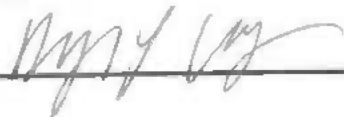
**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Ryan Chang
My Address: 301 N vineyard Blvd 106

My phone number: 808-778-9240
I live in the town of: Honolulu
My profession is: Super Visor

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Elijah Byers

My Address:

2225 Kaululāʻau St.

My phone number:

I live in the town of:

Honolulu

My profession is:

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Elijah Byers

Signature

03/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Matthew Mcgrath

My Address: 86-086 Farrington Hwy Apt 712
Waianae HI 96791

My phone number: 808-782-0264

I live in the town of: _____

My profession is: _____

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team: is able to engage in the practice of behavior analysis and design and implement behavior support plans?"*


Signature

March 10, 2019
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Christopher Bartolome

My Address:

607 Ni King St APT 346

Honolulu HI 96817

My phone number:

(808) 520 0184

I live in the town of:

Kalihi

My profession is:

CARTS

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Chris Bartolome

Signature

CB 03/10/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Quintan Leab

My Address:

1719 Nuuanu Ave. #16
Hon., HI 96817

My phone number:

808 781-0223

I live in the town of:

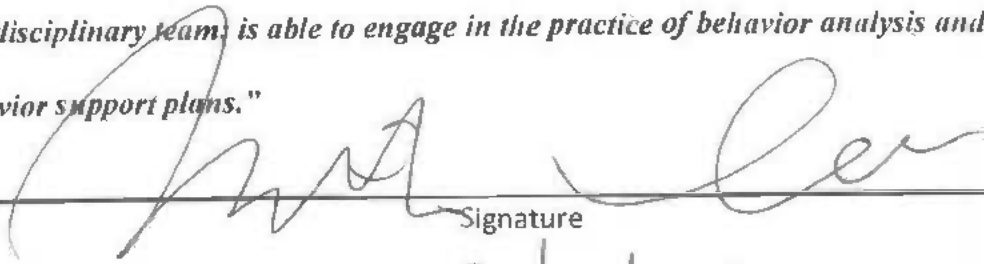
Down Town

My profession is:

Supervisor

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team, is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

CLIFFORD CAMAQUIN

My Address:

1701 OWAWA ST

HON HI 96819

My phone number:

808-397-3492

I live in the town of:

HONOLULU

My profession is:

SALES.

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I **fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Keala Kalina Thomas

My Address:

92-582 Anawa St

Kapolei, HI 96707

My phone number:

(808) 234-3493

I live in the town of:

Kapolei / Honolulu

My profession is:

Membership Associate

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I fully support our special education teachers of Hawaii. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Keala Kalina Thomas
Signature

3/16/18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

William Tisdale

My Address:

750 Amara St., #1907

Honolulu HI 96814

My phone number:

808-366-4948

I live in the town of:

Honolulu

My profession is:

Meat Cutter

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***

William T. Tisdale

Signature

03/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Vilma Martinez

My Address:

641 Hausten St. E
Honolulu HI 96826

My phone number:

(713) 294 2672

I live in the town of:

My profession is:

Cashier

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Vilma Martinez

Signature

03-10-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

AIDA D. SAPADEN

My Address:

86-140 LEIHOKU ST.

WAIANAE HI 96798

My phone number:

1-(808)2348804

I live in the town of:

WAIANAE HI HDU.

My profession is:

MEMBER SERVICE ASSOCIATE

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Signature

3/11/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

CINDY MA

My Address:

909 BELSER ST

HON HI 96816

My phone number:

(808) 7356529

I live in the town of:

HONOLULU

My profession is:

Retail Associate

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Cindy Ma

Signature

3/14/18

Date

March 2, 2018

We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2

My First and Last Name: PEGGY H. DEXTER
My Address: 2825 S. KING ST #501
HNL HI 96826
My phone number: 942-4110
I live in the town of: MOILI
My profession is: MED TECH

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I fully support our special education teachers of Hawaii. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Peggy H. Dexter

Signature

3-10-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Thomas Vanairdale
My Address: 91-1192 Kamoawa St
Ewa Beach
My phone number: 927-1438
I live in the town of: _____
My profession is: _____

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Thomas Vanairdale

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Clementine Kamau-Spencer

My Address:

41-816 ALA KOA ST.

WAIMANALO HI 96795

My phone number:

808-384-8913

I live in the town of:

Waimanalo

My profession is:

Patient Access Rep, Castle Med. Ctr.

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***

Clementine Kamau-Spencer

Signature

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Charlene Wong
My Address: 3220 Hayden St
Hon HI 96815
My phone number: 7321758
I live in the town of: Kapahulu
My profession is: Retired

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Charlene Wong

Signature

3/0/18

Date

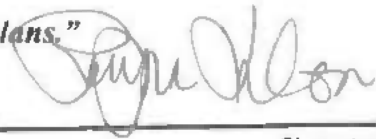
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Rayna Mailou
My Address: 1582 HAKA DR. #1007
HON. HI 96817
My phone number: 808-724-9874
I live in the town of: KALIHU
My profession is: FOOD and BEV.

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Rodney Takava

My Address:

728 C St Ave

Honolulu HI 96816

My phone number:

808 223 0509

I live in the town of:

Honolulu

My profession is:

PM

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***

Signature

Date

3/9/18

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Shelley Powers

My Address: _____

My phone number: _____

I live in the town of: Honolulu

My profession is: _____

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

03/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Gail Idema
My Address: 752 S. Alm Rd
Waialua HI 96793
My phone number: (808) 244-1388
I live in the town of: Waialua Maui HI
My profession is: retired teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Gail Idema

Signature

03/10/18

Date

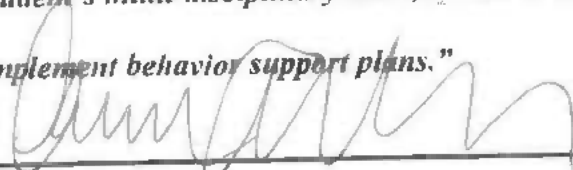
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Lauren Arakaki
My Address: 2253 Kula Kōlea Dr
Hon. HI 96819
My phone number: (808) 458-0277
I live in the town of: Honolulu
My profession is: Config Arch

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

3/16/18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Jennifer Saito

My Address: 752 South Ala Rd.
Wailuku, HI 96793

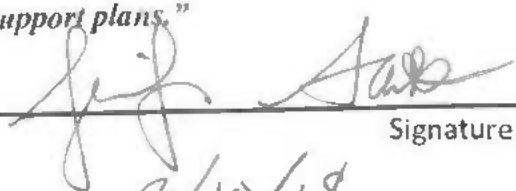
My phone number: _____

I live in the town of: Wailuku

My profession is: Elementary Teacher

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make if known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Precious Kuipo Topa
My Address: 89-535 Puakolu St.
Waiānae, HI 96792
My phone number: (808) 392-9985
I live in the town of: Nanāuli
My profession is: Educational Assistant

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I **fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Vinay Inouye

My Address: _____

My phone number: 222-6629

I live in the town of: Kailua, HI

My profession is: Banking

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

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Vinay Inouye

Signature:

3/10/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: JAY SAKAI
My Address: 3233 CHARLES ST.
HONOLULU, HI 96816
My phone number: (808) 226-1107
I live in the town of: Honolulu (Kapuhulu)
My profession is: Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/10/17

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Cheryl Sumida-Sakai

My Address:

3233 Charles St.

Hon. HI 96816

My phone number:

808 226-1101

I live in the town of:

Honolulu

My profession is:

Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I **fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Signature

March 10, 18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Pauline Rosario

My Address:

833 N. School St.

My phone number:

(808) 733-4800

I live in the town of:

Kalihi

My profession is:

Educational Assistant.

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I **fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***

Signature

Date

3/10/18

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

JOHN APAKAKI

My Address:

My phone number:

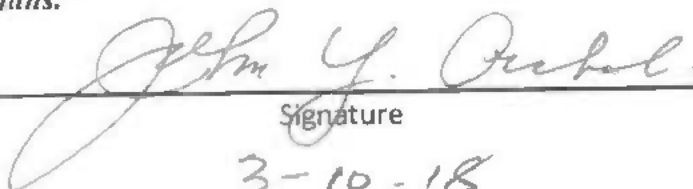
I live in the town of:

My profession is:

RETIRED

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3-10-18

Date

From: Angela Miranda/MILMID/HIDOE
To: Patricia Robins-Makaila/CENDO/HIDOE@HIDOE

Date: Monday, March 12, 2018 08:54AM
Subject: Re: FYI

History: ← This message has been replied to..

[REDACTED]

Patricia Robins-Makaila---03/12/2018 08:53:06 AM---From: Patricia Robins-Makaila/CENDO/HIDOE To: Angela Miranda/MILMID/HIDOE@HIDOE,

Patricia Robins-Makaila/CENDO/HIDOE
Angela Miranda/MILMID/HIDOE@HIDOE,
03/12/2018 08:53 AM
Re: FYI

[REDACTED]

--
Me Ke Aloha,

Momi Robins-Makaila
Autism Consultant Teacher, DOE Central District

"Embrace Your Hardships and its Transformative Power"

On Mar 12, 2018, at 8:14 AM, Angela Miranda
<Angela_Miranda/MILMID/HIDOE@notes.k12.hi.us> wrote:

From Mrs. [REDACTED]

Wow! This sounds like an excellent challenge - I'm excited for [REDACTED]

He also mentioned his newfound interest in "The Sound of Music" and asked me to pick it up last night! We're going to get it likely this weekend :)

I'm sorry I haven't prepared an email earlier pertaining to the request to support or oppose proposed legislation - it's been a busy week and I've honestly been feeling under the weather too..but I do want to share a few initial thoughts on the subject..

I enjoyed conversing recently with Ms. Robbins, and I did get the chance to scan limited info pertaining to the proposed legislation. At this time, admittedly, I can't say confidently that I know enough about the particular details or ramifications that would be incurred from proposed legislation - I do understand in the brief conversation with

Ms. Robbins and from information posted online that the legislation appears to mandate that only certified behavioral specialists can administer what I understand are the equivalent of "behavior improvement plans" to a child that might have behavioral improvement goals on an IEP? Forgive me if I misunderstand this but the details and impact aren't exactly clear to me. I can say that for the record, [REDACTED] historically has never had any behavior issue that would warrant a "BIP" since early intervention and special education services began at the age of 3 in Maryland.

As I mentioned to Ms. Robbins on the phone, a behavior improvement plan, or "BIP" in the state of Maryland can perhaps mean something completely different here in Hawaii - I honestly just don't know enough about the nuances of how an IEP vs. an IEP with a BIP or BIP equivalent goals are handled here in HI - I explained that in MD, a child with a BIP generally exhibits emotional or social issues that are evidently disruptive or undesirable to the classroom setting - [REDACTED] never had a BIP as his behaviors were never inappropriate or disruptive to the environment - for example: he's never had uncontrollable outbursts or any otherwise "disruptive" type behaviors, like biting children or running out of the classroom, or an inability to remain seated, which consequently would affect both his own ability to learn, and the ability of those around him. So terminology matters here when it comes to analyzing and addressing undesirable "behaviors" and what it means to have a "behavior improvement plan", vice merely special needs goals like [REDACTED] has in an IEP, which may include innovative learning strategies and modified instructions and resources. A child with special needs may have one or both. Luckily, [REDACTED] has never needed a BIP.

As an autistic child, [REDACTED] obviously learns and processes information differently than his peers - and thus - has special needs that uniquely qualify him for special education services - the services entail modified instructions and resources for his ability to access and meet the same educational objectives and opportunities as those peers who do not have special needs.

Based on the facts and historical data gathered over the years, [REDACTED] processes verbal information differently than his peers, and he also has a weakness with interpreting pragmatic (social) language and queues, which is consistent with those on the autistic spectrum 1) it takes [REDACTED] more time to process and to make meaningful value in verbal instructions of any kind - whether for a desirable activity or reward system or not 2) the success of his ability to both retain and respond to verbal or written instructions depends largely on HOW the instructions or information is delivered.

Here lies the beauty in the wonderful work you all do!!! Special Education works when instructions and information is tailored or simplified either verbally..or visually..or in a combo of both ways - for a child with unique learning needs to be able to incorporate, retain, and take action with the info.

While I am a fan of cognitive psychology and the ability to empower someone to self-identify and self-correct undesirable behaviors in populations of people whose behaviors don't stem directly from a learning need...To an extent, I do not believe the same approach to "corrective behavior" or therapy really applies to those with special learning or information or language processing needs - this is because I believe there are no "behaviors" to correct if the individual is simply hard wired to process information in certain unique ways- one example is how [REDACTED] visualizes interprets and makes meaningful written language. Mechanics and punctuation are of no meaning in his mind. The ideas are what is meaningful. I don't believe any amount of

data collected or strategy employed to correct this will ever change - because [REDACTED] fundamentally visualizes, interprets, and processes language, including written language, differently than you and I.

Instead, strategies are put in place to meet those unique needs, either by modifying, simplifying, or receiving differently the same information that those without information or sensory processing issues are taking in.

For example, I think that the speech-to-text tool really helped [REDACTED] last quarter to get complex ideas and thoughts out on paper. He's always thrived when a written topic is either of interest, or when an overall assignment or questions are simplified, chunked, and multi-step problems broken down. Because a significant area impacted by his info processing is written language...typing alleviates the burden and slower speed or difficulty processing and retaining thoughts when balanced with the task of then having to concentrate on mechanics and fine weaker fine motor skills to handwrite answers..it's like a combo-sensory thing. His courage and determination to thrive and meet multi-step thought processes and then get them captured one by one into handwritten products as everyone else, despite the myriad of info and sensory challenges he faces, amazes me everyday - and I couldn't be more proud of him. In my eyes - his effort, persistence, and determination - his grit - in spite of his challenges, shows me that he is an "A" student...no matter what grades are reflected on a paper. I know everyday he is giving his all. And that's all I could really ask for -

All that said, I appreciate the positive learning environment, individual attention, creative strategies, and excellent special ed support [REDACTED] has been receiving so far at Mililani Middle School. His success and positive attitude about learning and going to school everyday, (he called school "paradise" this week) is a direct testament to the success of a team that has continually worked hard to seamlessly address his needs, to motivate and encourage him, and to tweak strategies and information in ways he can learn best to deliver positive outcomes. I have never seen my child adjust so smoothly to both a major move away from family, and then settle into a new school and be so excited and encouraged and happy everyday to continuing to learn and grow. I know he is feeling confident in his ability to achieve success at Mililani with the direct and positive supports he's received from all teachers and assistants helping him to achieve his best everyday.

Thanks for all that you do for my son! :)

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

MICHAEL NISHIKI

My Address:

95-790 WIKAO ST #106

MULIKANI HI 96741

My phone number:

352-6066

I live in the town of:

Mulikani

My profession is:

Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I **fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Michael Nishiki

Signature

3/8/16

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Dorothy Logiodice

My Address:

95-1140 Lehiwa Dr.

Mililani HI 96789

My phone number:

808-627-9000

I live in the town of:

Haleiwa

My profession is:

Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Signature

3/8/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Crystal Cook

My Address: 95-1140 Lehiwa Dr.
Mililani, HI 96789

My phone number: (808)627-9000

I live in the town of: Honolulu

My profession is: Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/8/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Malasak Mounthongdy

My Address:

92-563 Farrington Hwy #208
Kapolei, HI 96707

My phone number:

674-2263

I live in the town of:

Waipahu

My profession is:

hairdresser

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3-9-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Jazmine Gonzalez
My Address: 92-6046 Nemo St.
Kapolei HI, 96707
My phone number: 808-551-4941
I live in the town of: Kapolei
My profession is: Hair stylist

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Jazmine Gonzalez
Signature

3.9.18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Maelyn Dahl

My Address:

95-101 Kipapa Dr. #B213
Mililani, HI 96789

My phone number:

688-6704

I live in the town of:

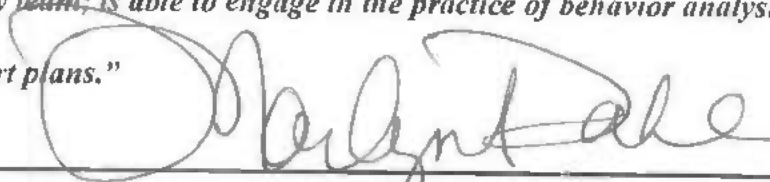
Mililani

My profession is:

Esthetician

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3-9-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

ELMER ACERA

My Address:

95-1140 LEHIWA DRIVE

MILILANI, HI 96789

My phone number:

621-9000

I live in the town of:

MILILANI

My profession is:

EDUCATIONAL ASSISTANT

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I **fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3-6-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Florence A. Tamane

My Address:

95-1140 Lehiwa Drive

Mililani, HI 96789

My phone number:

627-9000

I live in the town of:

Mililani Mauka

My profession is:

Educational Assistant

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that ***"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."***

Florence A. Tamane

Signature

3-06-2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Stephen Taheny

My Address:

95-1140 Lehiwa Dr.

Mililani, HI 96789

My phone number:

808-627-9000

I live in the town of:

Waianae

My profession is:

Skills Trainer

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3-6-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Kehau Yamaguchi
My Address: 95-1140 Lehiwa Dr.
Mililani, HI. 96789
My phone number: 627-9000
I live in the town of: Kaneohe
My profession is: Teacher Consultant

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

K Yamaguchi

Signature

3/6/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

ANDREW REGO

My Address:

95-1140 LEHUA DR

MILILANI, HI 96789

My phone number:

808 285 9687

I live in the town of:

HONOLULU

My profession is:

TEACHER

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3 6 18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Lydia Cannon

My Address:

95-1140 Lehua Drive

MILILANI HI 96789

My phone number:

(808) 627-9000

I live in the town of:

WAIPAHU / WAIPIO

My profession is:

Education Assistant

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Lydia K. Cannon

Signature

3/6/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Laura Nagamine
My Address: 95-1140 Lehiwa Drive
Mililani, HI 96789
My phone number: 627-9000
I live in the town of: MEA
My profession is: Educational Assistant

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I fully support our special education teachers of Hawaii. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Laura K Nagamine
Signature

3-7-18
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Ramona Tacadena

My Address:

87-385 Kulaupuni St.

Waianae, HI 96792

My phone number:

808 226-4880

I live in the town of:

Maili

My profession is:

Education Assistant

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I fully support our special education teachers of Hawaii. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Ramona Tacadena

Signature

3/8/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Jamie Telle

My Address:

95-1140 Lehiwa Drive

Mililani, HI 96789

My phone number:

627-9000

I live in the town of:

Mililani Town

My profession is:

Educational Assistant

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Jamie Telle

Signature

3-8-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Diana Ramirez

My Address:

94-1470 Lanikehaha Ave. #569

Mililani, HI 96759

My phone number:

807-7300

I live in the town of:

Mililani

My profession is:

Adult Supervisor

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3-12-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Kim Vincent

My Address:

951200 Mohala Pkwy
Mililani HI 96709

My phone number:

807-4302

I live in the town of:

Mililani

My profession is:

Counselor

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Kim Vincent

Signature

3/12/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

ROBIN DAZZED

My Address:

95-1128 AUNA ST

MILILANI, HI 96789

My phone number:

492-5519

I live in the town of:

MILILANI

My profession is:

SPEED TEACHER

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3-12-18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Gian Ferdido

My Address: 431 Nahua St. #503

Honolulu, HI 96815

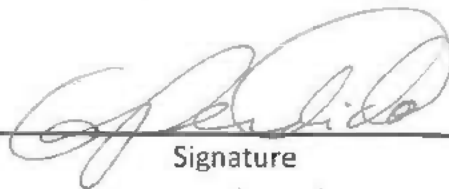
My phone number: 210-621-3595

I live in the town of: _____

My profession is: Counselor - Behavioral Health Specialist

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/12/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Donna-Lei Downey, MSW

My Address:

95-100 Kipapa Drive #426
Mililani, HI 96789

My phone number:

(808) 203-0926

I live in the town of:

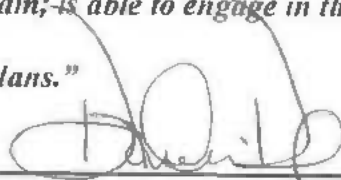
Mililani, HI

My profession is:

Social Worker, Mental Health Provider

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

03-12-2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Susan Irog

My Address: 66-154 Niwula Rd

Halewai, HI 96712

My phone number: (808) 551-2884

I live in the town of: Halewai

My profession is: SPED Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Susan Irog

Signature

3/12/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Donna Lum

My Address: 94 1023 Kuhina St.
Ewa Beach, Hi 96797

My phone number: _____

I live in the town of: Ewa Beach

My profession is: Educational Assistant

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments,**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Donna N. Lum

Signature

3/12/18

Date

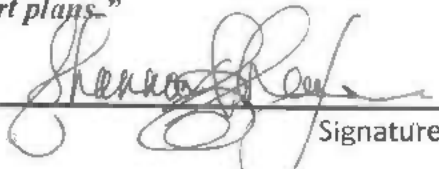
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Shannon Marxen
My Address: 95-1033 Hoama St.
Muhilani, HI 96709
My phone number: (808) 479-4204
I live in the town of: Muhilani
My profession is: Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

03/2/18
Date

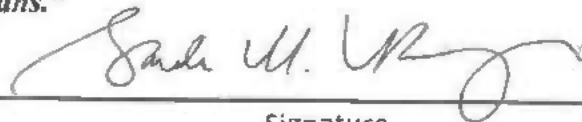
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Sandra Pagay
My Address: 95-260 Wailana St.
Mililani, HI 96789
My phone number: 808-623-2960
I live in the town of: Mililani
My profession is: Educational Assistant

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/12/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: JOYCELYN KONG

My Address: 95-1200 MEHEULA PKWY
MILILANI, HI 96789

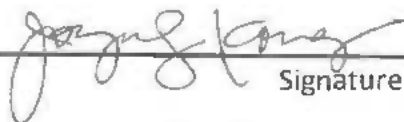
My phone number: 808-256-0702

I live in the town of: MILILANI

My profession is: TEACHER (SPED)

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

3/12/2018
Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Alvin Bunton
My Address: 87-196 Heleluo St #1
Waianae, HI 96792
My phone number: 808-668-9316
I live in the town of: Manakuli
My profession is: Custodian II

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Alvin B. Bunton

Signature

3/10/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

KOLUANE MEREDITH

My Address:

139 KARSTEN DRIVE

WAHIAWA, HI 96786

My phone number:

808-728-2584

I live in the town of:

WAHIAWA

My profession is:

EDUCATIONAL ASSISTANT

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I **fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Koluanne Meredith

Signature

03/08/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Lila Matalima

My Address:

87-205 Helelua St #6

Waianae HI 96792

My phone number:

808-219-7357

I live in the town of:

Nanakuli, Waianae

My profession is:

Insertor at Honolulu Star Advertiser

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Katalina

Signature

3/3/18

Date

March 2, 2018

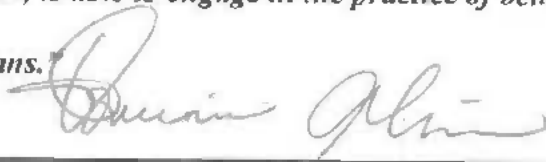
**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Queenie Elin
My Address: P.O. Box 2080 Waianae, HI 96792

My phone number: 312-3904
I live in the town of: Nanakuli
My profession is: PPT

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

March 4, 2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Jonathan Mark

My Address: _____

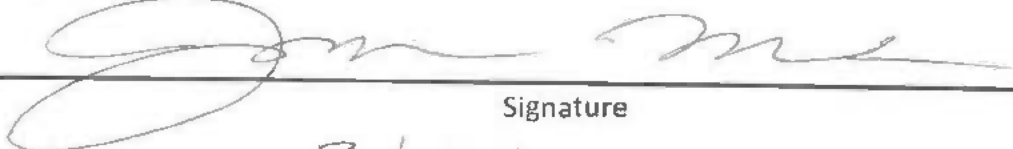
My phone number: 808-286-6291

I live in the town of: Mililani, HI

My profession is: _____

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/7/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: David Keim
My Address: 95-2059 Puukaa St
Mililani, HI 96789
My phone number: (808) 927-5170
I live in the town of: Mililani
My profession is: Teacher (special ed.)

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/6/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Courtney Wedding
My Address: 706 Akau Street
Wahiawa, HI 96786
My phone number: 808-295-7344
I live in the town of: Wahiawa
My profession is: Educational Assistant

I support our special education teachers, and the passing of SB2925 and HB2271-HD2 with amendments.

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

C Wedding

Signature

3/8/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Kekai Paulsen

My Address:

95-235 #65 Waiolekaft

Mililani, HI, 96799

My phone number:

808 377 0609

I live in the town of:

Mililani

My profession is:

E.A.

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I **fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Kekai S. Paulsen

Signature

3/9/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Janise Mekuli

My Address: 1291-3 Neal Ave
Wahiawa HI 96786

My phone number: 808-492-7194

I live in the town of: Wahiawa

My profession is: Skills Trainer

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Janise Mekuli

Signature

03/08/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Linda Kenui

My Address:

95-225 Kaela Pl

Mililani, HI 96789

My phone number:

808 221-8621

I live in the town of:

Mililani

My profession is:

teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I fully support our special education teachers of Hawaii. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Linda Kenui

Signature

2/5/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Grace Hardy

My Address:

94-382 Anain Dr
Mililani HI 96709

My phone number:

808-347-8207

I live in the town of:

Mililani

My profession is:

Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Signature

3/8/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Leslie-Ann Baldygo

My Address: 94-479 Hepia Place

Waipahu HI 96797

My phone number: (808) 671-4909

I live in the town of: Waipahu

My profession is: Registered Nurse

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

03/06/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Debbie Montero
My Address: 95-1200 Meheula Parkway
Mililani, HI 96789
My phone number: 808-307-4323
I live in the town of: Mililani
My profession is: Library Assistant

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

03-06-2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Kevin Matsub
My Address: 95-1200 Makani Parkway
Mililua, HI 96789
My phone number: 630-1758
I live in the town of: Mililua
My profession is: School Administrator

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/2/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Kamary Moss

My Address: 95-1200 Mehuika Pkwy
Mililani HI 96789

My phone number: 307-4226

I live in the town of: Mililani

My profession is: UP

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

3/6/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

HIDEKI AOKI

My Address:

95-218 ULATEA PL.

MILILANI, HI

My phone number:

808-383-9038

I live in the town of:

MILILANI

My profession is:

TEACHER

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Signature

03/06/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Stevy Aquino
My Address: P.O. Box 42
AIEA, HI 96501
My phone number: 808 628 8563
I live in the town of: Pearl City
My profession is: Barber

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*


Signature

3/3/18
Date

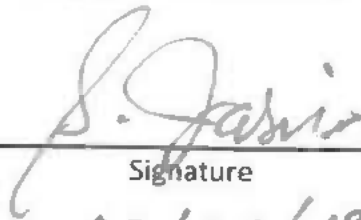
March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: SHARLA JARVIS
My Address: 95-2039 WAIKALANI PL
MILILANI, HI 96789
My phone number: 990-8583
I live in the town of: MILILANI
My profession is: LIBRARY ASST.

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

03/06/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Maralie Cleaver
My Address: 91-250 Kaulolu Pl.
Ewa Beach, HI 96706
My phone number: 808-391-0544
I live in the town of: Ewa Beach
My profession is: Sped Teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Maralie D. Cleaver

Signature

3/5/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

JENNIFER L. CROFT

My Address:

My phone number:

(808) 428-5644

I live in the town of:

My profession is:

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii**. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Jennifer L. Croft

Signature

2-3-2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: JARRETT HORIBATA

My Address: 99-132 CHESTER WAY

AIEA, HI. 96701

My phone number: (808) 781-3197

I live in the town of: AIEA

My profession is: CLINICAL PSYCHOLOGIST

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Jarrett Horibata, Ph.D.

Signature

3/6/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Deborah Hagihara

My Address:

91-1025 NINHOPEKU

KAPOLEI HI 96707

My phone number:

3836175

I live in the town of:

Kapolei

My profession is:

teacher

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that I fully support our special education teachers of Hawaii. They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*

Signature

Date

3/6/18

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Johnelle Sui

My Address:

95-1200 Menehuna Pkwy

Mililani, HI 96789

My phone number:

(808) 307-4270

I live in the town of:

Waipahu

My profession is:

Office Assistant

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

I have been made aware of what's happening in the legislature with regard to these bills. I would like to make it known that **I fully support our special education teachers of Hawaii.** They are professionals and have earned the right to engage (through their education) in the practice of behavior analysis, with the support of their multi-disciplinary team, to design and implement behavior support plans for students. If special education teachers feel they need more training, they have supports within the Department of Education they can access. No teacher should be left to do it alone, but with the team, they should have this right! Please amend the language of Chapter 465D to include that *"a fully credentialed special education teacher, with the support of their student's multi-disciplinary team; is able to engage in the practice of behavior analysis and design and implement behavior support plans."*



Signature

March 5, 2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Curtis Hiyane

My Address:

95-1200 Meheala Parkway
Mililani HI 96789

My phone number:

808-291-9031

I live in the town of:

Waipahu

My profession is:

Teacher

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Signature

Date

MAR 7, 2018

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

JOHN KAASHUE

My Address:

89-345 Mokuauia St
Waianae HI 96791

My phone number:

I live in the town of:

Nanakuli

My profession is:

Paralegal

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John Kaashue

Signature

3/3/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Kapena Koolhuc

My Address: 89345 MOKIAWE ST

My phone number: ~~808~~ 808 387-7427

I live in the town of: ~~Nanakuli~~ Nanakuli

My profession is: ~~ST~~ College student

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with amendments.**

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Signature

03/3/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

MILFER ARANETA

My Address:

34-340 MEHEULA PKWY

My phone number:

(808) 429 3654

I live in the town of:

MILILANI

My profession is:

EDUCATIONAL ASSISTANT

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with amendments.**

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Signature

3/12/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Rebecca Nakamura
My Address: 1250 Ihi Ihi Avenue
Wahiawa, HI 96786
My phone number: (808) 222-9432
I live in the town of: Wahiawa
My profession is: Educational Assistant

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

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Reb Nak

Signature

3/12/18

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name: Andrea Moore
My Address: 91-469 B Ewa Beach Rd.
689-7526
My phone number:
I live in the town of: Ewa Beach
My profession is: Administrator in Education

**I support our special education teachers, and the passing of SB2925 and HB2271-HD2
with amendments.**

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Andrea Moore

Signature

03/12/2018

Date

March 2, 2018

**We humbly address to all the legislators in the Senate and House
Regarding SB2925 and companion bill HB2271-HD2**

My First and Last Name:

Eugene Cambonga

My Address:

PO Box 1044

Haleiwa HI 96712

My phone number:

(808) 699-6960

I live in the town of:

Haleiwa

My profession is:

Teacher

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with amendments.**

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Eugene Cambonga

Signature

March 2, 2018

Date

Testimony on SB2925

Easterseals Hawaii supports SB2925, with amendments, which clarifies the licensing exemptions for certain individuals under certain conditions who provide behavior analysis services.

Easterseals Hawaii provides individualized, family-centered services to empower people with disabilities or special needs to achieve their goals and live independent, fulfilling lives. We have been serving special needs children, youth and adults for 70 years and provide more than 500,000 hours of direct service annually to individuals and families across the state. Our clients, organization, and many other service providers will be directly affected by SB2925.

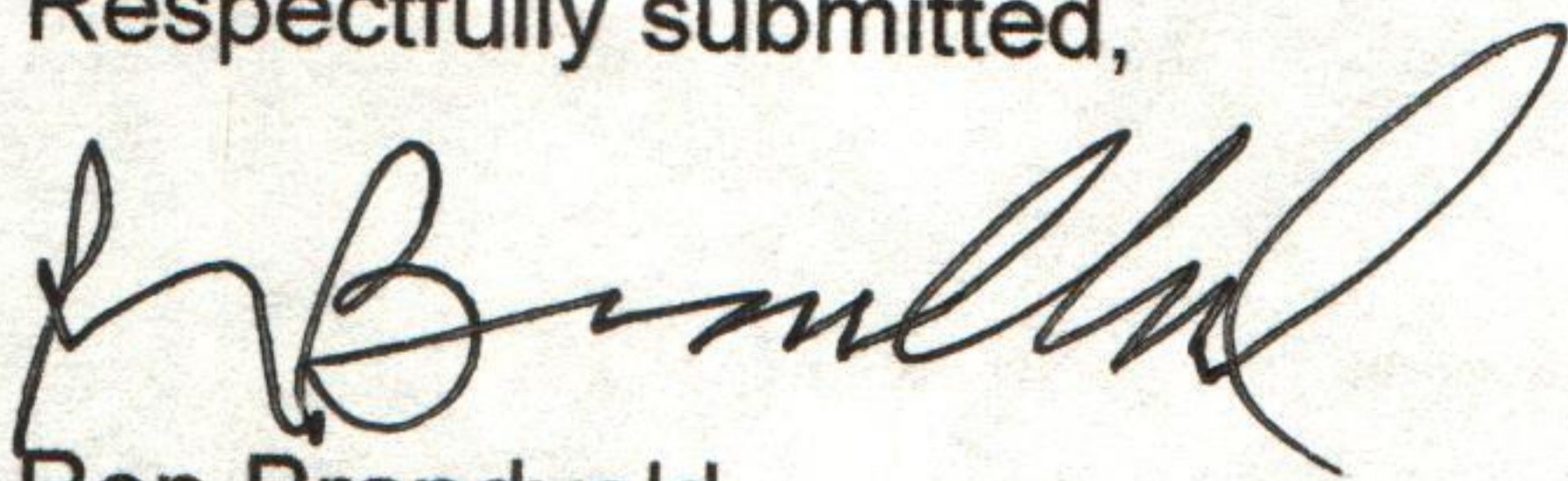
We support this bill with the amendment proposed by the Hawaii Psychological Association that clarifies the scope of psychologists' practice of behavior analysis. This amendment will help assure that in addition to licensed behavior analysts, competent, behaviorally-trained psychologists and other licensed professionals can continue to be utilized by the DOE and service providers to assess, design, implement and supervise paraprofessionals in providing behavioral interventions for students needing this service.

The practice of psychology, as defined in Hawaii state statute, includes the practice of behavior analysis and the supervision of assistants such as postdoctoral fellows, students and unlicensed master's level clinicians. A psychologist may supervise post-doctoral fellows, unlicensed master's level clinicians, and students as these trainees then supervise paraprofessionals, direct support workers, and family members in the implementation of a behavioral program. Currently applied behavior analysis (ABA) services are provided by licensed behavior analysts, registered behavioral technicians, licensed teachers, and educational assistants. Every qualified provider is needed. There will be a significant lack of trained professionals and paraprofessionals to deliver ABA services if Chapter 465D of the Hawaii Revised Statute continues to be misinterpreted as restricted to LBA's and the persons they supervise.

This measure addresses the scope of licensure for individuals engaged in the practice of behavior analysis in a school setting. Current state law prohibits individuals from engaging in the practice of behavior analysis without a valid license. This language, "the practice of behavior analysis," may be interpreted to include many evidence-based educational and behavioral interventions commonly used in the school setting for decades. The DOE's effort to provide students with ABA in a school setting is a work in progress. SB2925 proposes clarifying the scope of ABA service delivery to students who are in need of ABA to progress and/or gain new skills or replacement behaviors with a licensed behavior analyst and a registered behavior technician as part of their educational team.

Thank you very much for allowing us to submit testimony on behalf of SB2925.

Respectfully submitted,



Ron Brandvold
CEO, Easterseals Hawaii