

## **Testimony of the Board of Psychology**

**Before the  
House Committee on Consumer Protection & Commerce  
Thursday, March 31, 2022  
2:00 p.m.  
Conference Room 329 and Videoconference**

**On the following measure:  
S.B. 2281, S.D. 2, H.D. 1, RELATING TO PSYCHOLOGY**

Chair Johanson and Members of the Committee:

My name is Christopher Fernandez, and I am the Executive Officer of the Hawaii Board of Psychology (Board). The Board opposes this bill.

The purposes of this bill are to: (1) establish interim licensure requirements for school psychologists to be administered by the Board; (2) require all school psychologists to be licensed by January 1, 2023; (3) increase the composition of the Board to include two school psychologists; and (4) require the Board and Department of Education (DOE) to collaborate to determine a permanent licensing scheme for school psychologists in the State and to submit a report of their findings and recommendations to the Legislature.

The Board opposes this bill for the following reasons:

- This measure is considering the enactment of licensure for specialist-level school psychologists, which have not been previously regulated in the State. Consequently, the Board firmly believes that pursuant to Hawaii Revised Statutes (HRS) section 26H-6, a sunrise analysis should be performed prior to the enactment of this bill. Previous Evaluations conducted by the Auditor in 1981 and 1987, are not relevant as these reports included only psychologists who could meet the requirements of HRS chapter 465, and school psychologists; school psychologist-specialists were not identified in the recommendations of either report. Further, a doctoral degree in school psychology was not explicitly added to the requirements for licensing until the passage of Act 9, Session Laws of Hawaii 2015.

- Further, this bill aims to drastically affect the purpose of HRS chapter 465. HRS chapter 465 currently provides a licensing scheme for psychologists, including school psychologists, who meet specific education, examination, and training requirements at the doctoral level. Accordingly, the Board believes it is not appropriate to license specialist-level school psychologists under this chapter. The Board has consistently held this position since 2016, when it voted to support H.B. 1937/S.B. 2612, which would have created a separate school psychologist licensing program, maintaining the Board's position against integrating school psychologist-specialists into the Board. A request for a sunrise analysis was proposed by the Legislature during 2016 as well.

The Board continues to recommend alternative licensing schemes such as that found in the language of S.B. 818, S.D. 2, H.D. 1, which was considered during the 2019 legislative session. This measure placed the licensure and regulation of school psychologists under the Hawaii Teacher Standards Board (HTSB), while exempting school psychologists who are employed by an educational institution and practice only within a school setting from licensure under HRS chapter 465. In other states, the regulation of school psychologists either through credentialing, certification, or licensure, is as follows: forty-one (41) states regulate school psychologists within their departments of education (or equivalent department type); two (2) within their departments of health; and four (4) states credential, certify, or license school psychologists by the boards of psychology. A sunrise analysis would provide the Legislature with important comparative information regarding why the vast majority of states regulate this profession through their departments of education. The Board also notes that that the HTSB currently licenses counselors in the DOE and charter schools.

- Regarding the Board's composition, the Board does not believe that the addition of two school psychologists who lack the equivalent level of training in clinical and counseling psychology will allow the Board to adequately

evaluate the credentials of applicants for licensure at the doctoral level in clinical and counseling psychology. Even with the proposed additions, the Board does not feel it would be prepared to evaluate the specialized knowledge of a school psychologist. For example, the Board is not familiar with the Praxis School psychologist exam and its content, or the requirements of a “nationally certified school psychologist.” The majority of the Board’s members are not school psychologists, nor do they have the relative expertise of school systems and professional practice in a school setting that a HTSB board member would likely have. A sunrise analysis would be an appropriate method of determining what entity would be best suited to regulating school psychologists.

- The Board has concerns regarding language included on page 11, lines 1 to 4, as it states, “The board shall receive advice and review proposals from the Hawaii Association of School Psychologists regarding issues relating to school psychologists and the practice of school psychologists.” The Board holds itself to be the sole authority on the licensure, regulation, and public protection of psychologists and, thus believes the language should be “may consider the advice of the public, including professional associations promoting the profession,” to properly reflect and retain the Board’s authority.
- The Board also has strong concerns that this bill will adversely affect the scope of practice of psychologists with training in school psychology, as currently set forth in HRS section 465-1. For example, page 9, lines 4 to 20, provides a description of services that psychologists who are currently licensed under HRS chapter 465 are trained to do, which appears to exclude doctoral-level clinical psychologists. Based on the current language, it is not clear whether a psychologist currently licensed under HRS chapter 465 would be required to obtain additional licensure as a school psychologist as well to practice within that scope.

- The Board has additional general concerns regarding the potential restriction of licensed psychologist's scope of practice. HRS section 465-1 defines "Psychologist" to mean:

[A] person who offers to the public or renders to individuals or to groups of individuals services defined as the practice of psychology. A person represents to be a psychologist if the person uses any title or description of services incorporating the words "psychology," "psychological," "psychologist," or "psychotherapy," or if the person offers or renders to individuals or to groups of individuals services defined as the practice of psychology.

In the State Auditor's 1987 sunset evaluation of HRS chapter 465, it was noted that the title of "certified psychologist" was a protected term. Only those licensed under HRS 465 could be called a certified psychologist. In 1971 the term was generalized to "Psychologist" and exemptions were created. If the legislative intent was to protect the term "psychologist," it seems that the definition of "school psychologist" on page 5, lines 10 to 16 violate the current definition of "psychologist" as defined in HRS section 465-1. The term "school psychologist-specialist" is concerning as the term "psychologist" is already used by those with doctoral degrees currently licensed under HRS chapter 465, who have a vested interest in the protection of that term. If this measure's intent is to provide a pathway to licensure for those trained in school psychology, but who cannot meet the current requirements for licensure of under HRS chapter 465, it should be made clear how the terms "psychologist" and "school psychologist," would possibly conflict with each other if this measure is passed in its current form. A sunrise analysis would address the potential definitional confusions and conflicts regarding the scope and practice of the two disciplines represented by the overlapping titles.

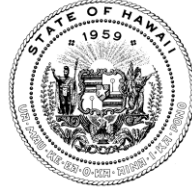
- Both the Board and the Department of Commerce and Consumer Affairs' Professional and Vocational Licensing Division (Division) license school

psychologists on a permanent or interim basis, as proposed by this bill. If the Committee is inclined to pass this bill, the Board and Division respectfully request amending the date to July 1, 2027, to provide time to: (1) update the Division's database with this new license type; (2) create a new method of licensure and the related license codes; (3) create new application forms; (4) promulgate rules; and (5) work with the Governor's Boards and Commissions office to find two eligible school psychologists who are qualified to serve on the Board.

- Finally, the Board notes that it is unclear whether this bill would allow school psychologists to meet the criteria for Medicaid reimbursement or if further amendments to the state's Medicaid plan would be required. A sunrise analysis would be helpful in providing a comprehensive review of the current federal requirements for Medicaid reimbursement. Currently most states are receiving Medicaid reimbursements for school psychologists through licensure in their departments of education, which is how the majority of states currently license or credential school psychologists.

A sunrise analysis, as proposed in S.C.R. 122, which requests the Auditor to conduct a sunrise analysis review of the regulation and licensure of school psychologists would address the Board's concerns as well as assist in evaluating the impact the law would have on the DOE, school psychologists currently practicing in the State, and on the availability of training that would be needed to meet the requirements for licensure.

The Board respectfully requests that this measure be held in Committee. Thank you for the opportunity to testify on this bill.



DAVID Y. IGE  
GOVERNOR

JOSH GREEN  
LT. GOVERNOR

**STATE OF HAWAII  
OFFICE OF THE DIRECTOR  
DEPARTMENT OF COMMERCE AND CONSUMER AFFAIRS**

335 MERCHANT STREET, ROOM 310  
P.O. BOX 541  
HONOLULU, HAWAII 96809  
Phone Number: 586-2850  
Fax Number: 586-2856  
cca.hawaii.gov

CATHERINE P. AWAKUNI COLÓN  
DIRECTOR

JO ANN M. UCHIDA TAKEUCHI  
DEPUTY DIRECTOR

**Testimony of the Department of Commerce and Consumer Affairs**

**Before the  
House Committee on Consumer Protection & Commerce  
Thursday, March 31, 2022  
2:00 p.m.  
Via Videoconference**

**On the following measure:  
S.B. 2281, S.D. 2, H.D. 1, RELATING TO PSYCHOLOGY**

Chair Johanson and Members of the Committee:

My name is Ahlani Quiogue, and I am the Licensing Administrator of the Department of Commerce and Consumer Affairs' (Department) Professional and Vocational Licensing Division. The Department offers comments on this bill.

The purposes of this bill are to: (1) establish interim licensure requirements for school psychologists to be administered by the Board of Psychology (Board); (2) require all school psychologists to be licensed by January 1, 2023; (3) increase the composition of the Board to include two school psychologists; and (4) require the Board and Department of Education (DOE) to collaborate to determine a permanent licensing scheme for school psychologists in the State and to submit a report of their findings and recommendations to the Legislature.

The Department respectfully requests that prior to enactment of any regulatory scheme for school psychologists, the Committee refer this matter to the State Auditor for a sunrise analysis pursuant to Hawaii Revised Statutes (HRS) section 26H-6. HRS section 26H-6 requires that new regulatory measures being considered for enactment

be referred to the State Auditor for a sunrise analysis. Referral is required to be made by concurrent resolution that identifies a specific legislative bill to be analyzed as authorized by S.C.R. 122. The statute further requires that the analysis shall set forth the probable effects of regulation, assess whether its enactment is consistent with the legislative policies of the Hawaii Regulatory Licensing Reform Act, and assess alternative forms of regulation.

It is also imperative to note the following concerns regarding this draft of the bill:

- (1) Page 6, line 7 to page 7, lines 1 to 17: sets forth eligibility for school psychologist licensure that provides for two tracks: (a) completion of degree, internship hours, and passage of an examination, or (b) holding a current unencumbered certificate as a nationally certified school psychologist or a valid license or credential in school psychology; provided that for those employed as a school psychologist in Hawaii as of January 1, 2023, an out-of-state license or credential that has expired for not more than ten years from January 1, 2023 shall also be accepted.

The Department has strong concerns about issuing a license based on expired licensure or credentials. Licensure or credentials may be expired for a variety of reasons some of which may be innocuous but some more serious. Hawaii State licensure is indicia that the State has vetted the professional for purposes of consumer protection. If, the Legislature is inclined to pass this measure, the Department recommends that some other mechanism for authorizing continued practice of these individuals be provided such as a limited “grandfather” clause or exemption from licensure.

- (2) Page 9, lines 4 to 20, creates a new section called “Description of service.”

The section defines practice of school psychology if the person delivers service to children and students from birth through college who are eligible to be enrolled in educational and intermediate educational units, special education programs, universities and colleges, early intervention programs, developmental centers, and approved private schools. Also, the section

provides that school psychologists are limited to practicing within these settings, and licensure does not allow for private practice.

The Department has concerns that this section is unclear. Terms such as “educational and intermediate educational units,” “special education programs,” “universities and colleges,” and “early intervention programs” are not defined. The term “developmental center” is defined in the bill but includes the term “developmentally appropriate,” which is not defined.

The Department recommends that “eligible to be enrolled” on page 9, line 7 be defined.

In addition, the term “private practice” is not defined, and it is not clear whether private practitioners are exempted from licensure or precluded from practice. Also, as currently drafted, private practice could be interpreted to apply to professionals that provide services by contract.

- (3) Page 10, lines 1 to 21, establishes an interim licensure requirement, effective January 1, 2023, provides for title protection for use of the title “school psychologist,” and establishes fines for violations of the section.

The Department requests clarification of the term “interim” on page 10, lines 1 and 9, and how the term is different from a permanent license. Also, school psychology interns are not exempt from the interim licensure requirement, but by definition would not qualify for licensure. The draft lacks any guidance on supervision requirements for students and interns, scope of practice of students and interns, documentation requirements, and limits on delegation.

- (4) Page 11, lines 1 to 4, requires that the Board of Psychology receive advice and review proposals from the Hawaii Association of School Psychologists.

The Department recommends that this section undergo legal review to ascertain whether it is consistent with the guidelines for state action immunity set forth in *North Carolina State Board of Dental Examiners v. Federal Trade Commission*, 574 U.S. 494 (2015). The Department recognizes its responsibility for active supervision and is concerned that this section undermines the separation of the board from the profession that it regulates.



(5) The Department requests clarification of how the existing language in HRS section 465-13 applies in conjunction with the language of page 11, line 5 to page 13, line 20. Similarly, the Department requests clarification of how the existing HRS 465-3 applies in conjunction with the new exemption section.

Therefore, this bill should be deferred until a sunrise analysis on this measure is conducted by the Auditor to address both the feasibility of regulating this profession and the above-referenced concerns.

Thank you for the opportunity to testify on this bill.



## DISABILITY AND COMMUNICATION ACCESS BOARD

---

1010 Richards Street, Room 118 • Honolulu, Hawaii 96813  
Ph. (808) 586-8121 (V) • Fax (808) 586-8129

March 31, 2022

### TESTIMONY TO THE HOUSE COMMITTEE ON CONSUMER PROTECTION AND COMMERCE

Senate Bill 2281, Senate Draft 2, House Draft 1 – Relating to Psychology

The Disability and Communication Access Board (DCAB) supports Senate Bill 2281, Senate Draft 2, House Draft 1 Relating to Psychology. This bill establishes licensure requirements for school psychologists to be administered by the Board of Psychology and for all school psychologists to be licensed by a date yet to be determined.

Access to psychologists is very important for students with psychological disabilities. However, without a licensure requirement, the quality of service might vary from school to school. In addition, there is no avenue for a student or their parent to file a formal complaint.

This bill would rectify both of those issues.

Thank you for the opportunity to provide testimony.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Kirby L. Shaw".

KIRBY L. SHAW  
Executive Director



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

**Date:** 03/31/2022

**Time:** 02:00 PM

**Location:** 329 Via Videoconference

**Committee:** House Consumer Protection  
& Commerce

**Department:** Education

**Person Testifying:** Keith T. Hayashi, Interim Superintendent of Education

**Title of Bill:** SB 2281, SD2, HD1 RELATING TO PSYCHOLOGY.

**Purpose of Bill:** Establishes interim licensure requirements for school psychologists to be administered by the board of psychology. Requires all school psychologists to obtain an interim license by 1/1/2023. Increases the composition of the board of psychology to include two school psychologists. Requires the board of psychology and the department of education to collaborate to determine a permanent licensing scheme for school psychologists in the State and submit a report to the legislature. Effective 7/1/2060. (HD1)

**Department's Position:**

The Hawaii State Department of Education (Department) respectfully provides comments on SB 2281, SD2, HD1.

The Department supports the licensing of school psychologists; however, we are concerned that all of our existing school psychologist employees will not be able to meet the interim licensure requirements by January 1, 2023. This effective date does not take into consideration the time required to establish an interim license nor a reasonable amount of time to allow our employees to apply and meet all requirements. Currently, there are no higher education institutions in the State of Hawaii that offer a school psychology graduate program to meet the necessary qualifications outlined in this bill. Therefore, some of our employees may need additional time and resources to enroll in and complete an accredited online school psychologist graduate program while also maintaining full-time employment with the Department.

Additionally, the requirement that the Department conduct a study and provide a report to the legislature as to whether school psychologists shall be regulated under a new board or the existing Board of Psychology falls outside of the Department's area of expertise. Therefore, we strongly recommend that a sunrise analysis conducted by the state auditor prior to implementation, as contemplated in Senate Concurrent Resolution 122, will better inform the state as it begins to regulate this profession to improve the quality of services provided to our public school students and also to enable the Department to seek Medicaid reimbursements for eligible services. The report by the state auditor would provide a more thorough and impartial report to guide discussions with the Board of Psychology and other relevant stakeholders.

Thank you for the opportunity to submit testimony on this measure.



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

Osa Tui, Jr.  
President  
Logan Okita.  
Vice President  
Lisa Morrison  
Secretary-Treasurer  
Wilbert Holck  
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON CONSUMER  
PROTECTION & COMMERCE

RE: SB 2281, SD2, HD1 - RELATING TO PSYCHOLOGY

THURSDAY, MARCH 31, 2022

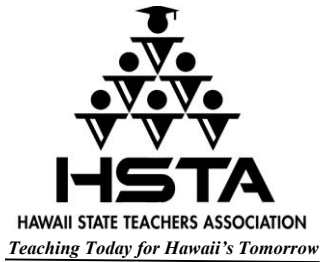
OSA TUI, JR., PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Johanson, and Members of the Committee:

The Hawaii State Teachers Association **supports SB 2281, SD2, HD1**, relating to psychology. This bill establishes interim licensure requirements for school psychologists to be administered by the board of psychology. Requires all school psychologists to obtain an interim license by 1/1/2023. Increases the composition of the board of psychology to include two school psychologists. Requires the board of psychology and the department of education to collaborate to determine a permanent licensing scheme for school psychologists in the State and submit a report to the legislature.

**Licensure is important for all professionals that are entrusted to care for students, especially those with special needs.** HRS 465 protects the professional integrity of the term “psychology” by ensuring that non-licensed individuals cannot practice psychology. This public protection ensures that specialized training and expertise is required to practice psychology. **Currently, School Psychologists are ‘exempt’ from having to have licensure to practice in the educational setting (HRS465) and have had no credentialing in the state of Hawaii. Hawaii is the only state in the nation that allows this exemption.** This exemption has allowed individuals who do not have graduate training in school psychology and who do not meet the nationally accepted certification standard to practice “psychology” within the educational setting. **We are asking for the legislators support to establish state licensing in Hawaii, in that it nullifies that exemption and ensures that students receive services from highly qualified and licensed professionals.**

We agree with the Hawai`i Association of School Psychologists (HASP). Currently, **Hawai`i is the only state in the country that does not have a credentialing process in place for School Psychologists, despite two sunset evaluations conducted regarding Psychologists that clarified all Psychologists should be licensed** (Report No. 81-6, 1981; Report No. 87-22, 1987). **There are a couple reasons this is extremely problematic. First and foremost, having no credentialing requirements may potentially result in unqualified**



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

Osa Tui, Jr.  
President

Logan Okita.  
Vice President

Lisa Morrison  
Secretary-Treasurer

Wilbert Holck  
Executive Director

**individuals working in School Psychologist positions, which could possibly cause harm to our keiki. Secondly, only certificated or licensed professionals are billable under Medicaid, so the current exemption does not allow for the Department of Education to bill for any services or evaluations conducted by school psychologists at this time. Licensing of school psychologists would be another avenue for the DOE to generate funds under Medicaid.**

The Hawaii State Teachers Association asks that you support this bill and the state licensing of school psychologists to ensure that all of our keiki in Hawaii are afforded the same protection of a licensed and credentialed professional working within their scope of practice.



Committee on Consumer Protection and Commerce  
Representative Aaron Johanson, Chair  
Representative Lisa Kitagawa, Vice Chair

March 31, 2022

Dear Chair Johanson, Vice Chair Kitagawa, and Members of the Committee,

We support SB 2281 SD2 HD1, which establishes licensure requirements for school psychologists to be administered by the Board of Psychology.

We need to join the other 49 states and create a licensing credential for school psychologists. We agree with the intent of SB 2281 SD2 HD1. Properly licensed school psychologists provide effective services to help children and youth with their social-emotional learning (SEL) needs and can work with parents, educators, and other professionals to create supportive learning and social environments for all children.

Hui for Excellence in Education, or “HE’E,” promotes a child-centered and strength-based public education system in which families, communities and schools are valued and empowered to help every student succeed. HE’E works to bring diverse stakeholders together to harness collective energy, share resources, and identify opportunities for progressive action in education.

Thank you for the opportunity to testify. Our support represents a 75% consensus or more of our voting membership.

Sincerely,

Cheri Nakamura  
HE’E Coalition Director



Academy 21	Kamehameha Schools
American Civil Liberties Union	Kanu Hawai'i
Alliance for Place Based Learning	Kaua'i Ho'okele Council
*Castle Complex Community Council	Keiki to Career Kaua'i
Coalition for Children with Special Needs	Kupu A'e
Education Institute of Hawai'i	*Leaders for the Next Generation
*Faith Action for Community Equity	Learning First
Fresh Leadership LLC	McREL's Pacific Center for Changing the Odds
Girl Scouts Hawaii	Native Hawaiian Education Council
Harold K.L. Castle Foundation	Our Public School
*HawaiiKidsCAN	*Pacific Resources for Education and Learning
*Hawai'i Afterschool Alliance	*Parents and Children Together
*Hawai'i Appleseed Center for Law and Economic Justice	*Parents for Public Schools Hawai'i
*Hawai'i Association of School Psychologists	Special Education Provider Alliance
Hawai'i Athletic League of Scholars	*Teach for America
*Hawai'i Children's Action Network	The Learning Coalition
Hawai'i Nutrition and Physical Activity Coalition	US PACOM
Hawai'i Scholars for Education and Social Justice	University of Hawai'i College of Education
* Hawai'i State PTSA	<i>Voting Members (*) Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.</i>
Hawai'i State Student Council	
Hawai'i State Teachers Association	
Hawai'i P-20	
Hawai'i 3Rs	
*Hawai'i Youth Service	
Head Start Collaboration Office	
It's All About Kids	
*INPEACE	
Joint Venture Education Forum	
Junior Achievement of Hawaii	





**HAWAII GOVERNMENT EMPLOYEES ASSOCIATION**

AFSCME Local 152, AFL-CIO

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

The Thirty-First Legislature, State of Hawaii  
House of Representatives  
Committee on Consumer Protection & Commerce

Testimony by  
Hawaii Government Employees Association

March 31, 2022

S.B. 2281, S.D. 2, H.D. 1 — RELATING TO PSYCHOLOGY

The Hawaii Government Employees Association, AFSCME Local 152, AFL-CIO supports the purpose and intent of S.B. 2281, S.D. 2, H.D. 1 which establishes interim licensure requirements for school psychologists to be administered by the Board of Psychology.

Hawaii is the only state without certification or licensure for school psychologists and we believe the state needs properly licensed school psychologists to help our schoolchildren succeed academically, socially, behaviorally, and emotionally. It will also enable the Department of Education to seek Medicaid reimbursements for eligible services. School psychologists go through rigorous and extensive training and their expertise and profession should be recognized by our state. Having licensed school psychologists provide direct educational and mental health services at our schools is critical to creating a supportive learning and social environment while ensuring quality of service.

Thank you for the opportunity to testify in support of S.B. 2281, S.D. 2, H.D. 1.

Respectfully submitted,

Randy Perreira  
Executive Director



## SB2281, a bill to license School Psychologists

Aloha Chair Johanson and members of the committee,

The Hawai'i Association of School Psychologists (HASP) believes that licensure is important for all professionals that are entrusted to care for students, especially those with special needs. HRS 465 protects the professional integrity of the term "psychology" by ensuring that non-licensed individuals cannot practice psychology. This public protection ensures that specialized training and expertise is required to practice psychology. Currently, School Psychologists are inappropriately 'exempt' from having to have licensure to practice in the educational setting (HRS465) and have had no credentialing in the state of Hawai'i. Hawai'i is the **only** state in the nation that allows this.

In addition to testimony provided in previous hearings scheduled by the bill's originating chamber, HASP hereby recommends amendments to page 6, line 21 to henceforth read as follows:

shall also be accepted[-] ; or

(3) Has received a master's degree in school psychology with a minimum one thousand two hundred hour internship, half of which must have been completed in a school setting, obtained prior to January 1<sup>st</sup> 2025.

Second, HASP hereby recommends amendments to page 7, line 5 to henceforth read as follows:

(2) Holds a current, unencumbered certificate as a nationally certified school psychologist or a valid permanent license or credential in school psychology in another state or United States territory [~~prior to January 1, 2023~~]; provided that for those employed as a school psychologist in Hawaii as of January 1, 2023, an out-of-state license or credential that has been expired for not more than ten years from January 1, 2023, shall also be accepted.

These amendments will allow Master's-level school psychologists who completed their graduate training prior to the 2024 National Association of School Psychologist's (NASP) updated guidelines to obtain licensure within the State. The 2024 guidelines are new requirements for the minimum training qualifications needed to practice school psychology.

Third, HASP hereby recommends the addition of the following section to SB2281 beginning on page 7, line 18, which will henceforth read as follows:

§465- Licensure of state employed school psychologists. (a) A school psychologist employed in a school psychologist position in the State after January 1, 2023, shall be licensed subject to:

- (1) Meeting the requirements of section 465- ; and
- (2) Obtaining licensure within two years from the date of employment.

(b) After the time period in subsection (a)(2) has expired, a school psychologist, employed in a school psychologist position rendering school psychological services, who has not obtained a license, shall immediately cease and desist the practice of school psychology until a license is obtained pursuant to this chapter.

(3) A school psychologist employed in the State who does not have appropriate training shall have a period of no longer than 2 years from the bill's effective date to obtain the appropriate training pursuant to section 465-

Hawai'i Association of School Psychologists asks that you support licensing of school psychologists to ensure that all children in Hawai'i are afforded the same protection of a licensed and credentialed professional working within their scope of practice.

Respectfully Submitted:

Leslie Baunach,

NASP Delegate, Hawai'i

Hawai'i Association of School Psychologists (HASP) Legislative Co-Chair

3/29/2022  
Hawai'i State Capitol  
415 S Beretania St.  
Honolulu, HI 96813

## SB2281 SD2 HD1, a bill to license School Psychologists

Aloha Chair Johanson and members of the committee,

I **support** SB2281, a bill to license school psychologists in the State. Hawai'i remains the only state in the nation without a School Psychologist credential, despite two sunset evaluations conducted regarding Psychologists that clarified all Psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987). Because Hawai'i does not have a School Psychology license, individuals who do not have graduate training in school psychology and who do not meet the nationally accepted certification standards can provide school psychological services within the educational setting. We are asking that legislators enact the present legislation, and require School Psychologists in Hawai'i have proper credentialing. This will ensure that students receive services from highly qualified and licensed professionals.

I am currently a School Psychologist in the KKP complex area on Hawai'i island. I have had more than one case this academic year in which a child was previously identified as having an intellectual disability because an inappropriate assessment was used to measure the child's cognitive function. School psychologists who have attended National Association of School Psychologists (NASP)-approved graduate training programs receive intensive training on culturally responsive assessment and evaluation, and are experts in conducting culturally fair, comprehensive evaluations, among many other competency areas outlined by the NASP practice model. This is just one example in which the lack of an individual with appropriate training provided school psychological services that inappropriately identified a child in a way that had negative effects on setting placement, instructional goals, and academic achievement outcomes.

The training of school psychologists is unique in that we have extensive training in cognitive, academic, social/emotional, behavioral, and adaptive assessment practices and training to ensure these measures are fair, reliable and valid. When these assessments are not utilized and administered as they were designed by properly trained professionals, the students are not being fairly assessed, which can result in inaccurate results. The research is clear that students who are identified with special learning needs are at a higher risk for a number of negative outcomes, such as dropping out of school, qualifying for lower-level jobs, or becoming involved in criminal activity. Raising the standards of practice for all school psychologists working in the state of Hawai'i will in turn increase appropriate service delivery to those students most in need.

Respectfully Submitted.

Alec Marentic,

*Nationally Certified School Psychologist*

March 29, 2022  
Hawai'i State Capitol  
415 S Beretania St.  
Honolulu, HI 96813

## SB2281 SD2 HD1, a bill to license School Psychologists

Aloha Chair Johanson and members of the committee,

I support SB2281, a bill to license school psychologists in the State. Hawai'i remains the only state in the nation without a School Psychologist credential, despite two sunset evaluations conducted regarding Psychologists that clarified all Psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987). Because Hawai'i does not have a School Psychology license, individuals who do not have graduate training in school psychology and who do not meet the nationally accepted certification standards can provide school psychological services within the educational setting. We are asking that legislators enact the present legislation, and require School Psychologists in Hawai'i have proper credentialing. This will ensure that students receive services from highly qualified and licensed professionals.

The training of school psychologists is unique in that we have extensive training in cognitive, academic, social/emotional, behavioral, and adaptive assessment practices and training to ensure these measures are fair, reliable, and valid. When these assessments are not utilized and administered as they were designed by properly trained professionals, the students are not being fairly assessed, which can result in inaccurate results. The research is clear that students who are identified with special learning needs are at a higher risk for a number of negative outcomes, such as dropping out of school, qualifying for lower-level jobs, or becoming involved in criminal activity. Raising the standards of practice for all school psychologists working in the state of Hawai'i will in turn increase appropriate service delivery to those students most in need.

Respectfully Submitted,

Jenna Maiorano, M.A., CAGS, NCSP  
School Psychologist  
AMR Complex Area

Melissa Dawson  
4417 Puu Panini Ave  
Honolulu, HI 96816

Hawai'i State Capitol  
415 S Beretania St.  
Honolulu, HI 96813

3/29/22

Re: SB2281, a bill to license School Psychologists

Aloha Chair Johanson and members of the committee,

I support SB2281, a bill to license school psychologists in the State. Hawai'i remains the only state in the nation without a School Psychologist credential, despite two sunset evaluations conducted regarding Psychologists that clarified all Psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987). Because Hawai'i does not have a School Psychology license, individuals who do not have graduate training in school psychology and who do not meet the nationally accepted certification standards can provide school psychological services within the educational setting. We are asking that legislators enact the present legislation, and require School Psychologists in Hawai'i have proper credentialing. This will ensure that students receive services from highly qualified and licensed professionals.

I was born and raised on Oahu and moved away to California when I left for college. I chose a career in School Psychology because I am passionate about advocating for children and their families within the public school system. I had the pleasure of working as a School Psychologist in California for the past 28 years, however after a family emergency, moved back to Hawaii last year to help care for my elderly parents. It has always been surprising to me to hear of how limited the role, pay, and recognition of School Psychologists is here in the state of Hawai'i, in comparison to the rest of the country. Now that I'm actually working here, I can see first-hand how the lack of recognizing higher-level training and ongoing professional development for those with national credentials impacts School Psychologists. By requiring proper credentialing here, we can begin to align the field of School Psychology in Hawai'i with the rest of the country, ensuring that properly trained professionals are carrying out the duties of this position with the high level of legal and ethical standards set by the National Association of School Psychology (NASP).

The training of school psychologists is unique in that we have extensive training in cognitive, academic, social/emotional, behavioral, and adaptive assessment practices and training to ensure these measures are fair, reliable and valid. When these assessments are not utilized and administered as they were designed by properly trained professionals, the students are not being fairly assessed, which can result in inaccurate results. The research is clear that students who are identified with special learning needs are at a higher risk for a number of negative outcomes, such as dropping out of school, qualifying for lower-level jobs, or becoming involved in criminal activity. Raising the standards of practice for all school psychologists working in the state of Hawai'i will in turn increase appropriate service delivery to those students most in need. Our families and fellow educators deserve to have this high level of standard set in place for those who are trusting us with their precious keiki. Therefore, I strongly support this bill and hope that you will, too.

Respectfully Submitted,

Melissa Dawson

3/29/2022  
Hawaii State Capitol  
415 S Beretania St.  
Honolulu, HI 96813

## SB2281 SD2 HD1, a bill to license School Psychologists

Aloha Chair and members of the committee,

Hawaii remains the only state in the nation without a School Psychologist credential, despite two sunset evaluations conducted regarding Psychologists that clarified all Psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987). Because Hawaii does not have a School Psychology license, individuals who do not have graduate training in school psychology and who do not meet the nationally accepted certification standards can provide school psychological services within the educational setting. We are asking that legislators enact the present legislation, and require School Psychologists in Hawaii have proper credentialing. This will ensure that students receive services from highly qualified and licensed professionals.

This bill is important to me because I am a practicing school psychologist in the state of Hawaii, under the certification of another state and my national certification. This is not okay and the state of Hawaii is literally the last state to not have a credentialing programming. I often read reports that are poorly written and review decisions made by previous personal filling in the position of a school psychologist without proper training that I then have to correct. It is opening HIDOE up to many potential lawsuits and is a detrimental liability. We need to be accurately representing our profession. Being a School Psychologist is not the same as being trained in clinical psychology, IO psychology, or the like. It is a specialty position that should only be filled by people who have proper training.

In closing, I, Nicole Jones, take this opportunity to testify on SB2281 SD2 HD1, and urge the legislature to pass SB2281 SD2 HD1 and approve the Hawaii State Credentialing program for School Psychologist.

Respectfully Submitted,



Nicole Jones, Ed.S., NCSP  
Arizona State Certified  
Colorado State Certified  
Hawaii State, N/A

Testimony Support Regarding **Senate Bill 2281 SD2 HD1**  
Establishing Licensure for School Psychologists in Hawai‘i

Thursday March 31, 2022

Aloha,

I am a School Psychologist from the island of Maui and am writing in support of Hawai‘i State Legislature Bill SB2281, which would establish licensure requirements for School Psychologists in the state of Hawai‘i.

I have previously worked in states requiring licensing for School Psychologists (currently **all** states have this requirement, with the exception of Hawai‘i) and recognize the importance of hiring credentialed, certified, and licensed School Psychologists to meet the critical demands of this position. Requiring School Psychologists to meet the high level expectations that licensure would necessitate will ensure that our keiki are receiving assessment services, psycho-educational evaluations, evidence-based interventions, and program development by individuals qualified and trained to make data-based decisions to improve student engagement, learning, and outcomes.

Practicing under the professional title of “School Psychologist” when one is not credentialed and trained to the degree designated to hold that title is not only misleading, but potentially dangerous and damaging. Those who would meet the purposed requirements of School Psychology licensing in the State of Hawai‘i will have demonstrated the rigorous training specific to School Psychology graduate work, practicum, and internship mastery. School Psychologists who meet this standard will represent practitioners who have received extensive training in the roles and duties that the title represents. Licensing must be established for School Psychologists practicing in Hawai‘i and I urge you to support this bill.

Mahalo for the opportunity to submit testimony.

Holly Hoke, Ed.S. NCSP  
School Psychologist



## TESTIMONY IN SUPPORT OF SB2281 SD2 HD1

March 30, 2022

Dear House Committee on Consumer Protection & Commerce:

I support SB2281, a bill to license school psychologists in the state of Hawaii.

Hawaii remains the only state in the nation without a credential for school psychologists, despite two sunset evaluations conducted on the profession which clarified that all psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987). Because Hawaii does not have a school psychology license, individuals who do not have graduate training in school psychology and who do not meet the nationally accepted certification standards can provide school psychological services within the educational setting. We are asking that legislators enact the present legislation and require that school psychologists in Hawaii have proper credentialing. This will ensure that students receive services from highly qualified and licensed professionals.

The training of school psychologists is unique in that we have extensive training in cognitive, academic, social/emotional, behavioral, and adaptive assessment practices, and the training to ensure these measures are fair, reliable and valid. When these assessments are not utilized and administered as they were designed - by properly trained professionals - the students are not being fairly assessed, which can result in inaccurate results. The research is clear that students who are identified with special learning needs are at a higher risk for a number of negative outcomes, such as dropping out of school, qualifying for lower-level jobs, or becoming involved in criminal activity. Raising the standards of practice for all school psychologists working in the state of Hawaii will in turn increase appropriate service delivery to those students most in need.

I am currently a school psychology practicum student on the verge of finishing my Education Specialist degree virtually through Fort Hays State University. I chose this profession because of my dedication to children and our public education system. Accordingly, this bill matters to me because I believe that our profession must be adequately recognized in the state of Hawaii. Without licensure, the state is effectively saying that they do not value or respect the profession, nor do they view our services as important enough to hold its practitioners to rigorous standards. It is frankly embarrassing to be the only state in the country without licensure and it reflects negatively on all those who practice school psychology in Hawaii. By licensing school psychologists, the state of Hawaii will show their commitment to providing schools, students, and their families with high quality school psychological services, which will ultimately benefit the state and its communities as a whole.

Respectfully submitted,

Alexis E. Jamison, M.S.  
Ed.S. in School Psychology Candidate  
Practicum Student - Leeward SBBH

March 30, 2022  
Hawaii State Capitol  
415 S Beretania St.  
Honolulu, HI 96813

SB2281 SD2 HD1, a bill to license School Psychologists

Aloha Chair Johanson and members of the committee,

I, Jamie Tagomori, support SB2281, a bill to license school psychologists in the State. Hawaii remains the only state in the nation without a School Psychologist credential, despite two sunset evaluations conducted regarding Psychologists that clarified all Psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987). Because Hawaii does not have a School Psychology license, individuals who do not have graduate training in school psychology and who do not meet the nationally accepted certification standards can provide school psychological services within the educational setting. We are asking that legislators enact the present legislation, and require School Psychologists in Hawaii have proper credentialing. This will ensure that students receive services from highly qualified and licensed professionals.

The training of school psychologists is unique in that we have extensive training in cognitive, academic, social/emotional, behavioral, and adaptive assessment practices and training to ensure these measures are fair, reliable and valid. When these assessments are not utilized and administered as they were designed by properly trained professionals, the students are not being fairly assessed, which can result in inaccurate results. The research is clear that students who are identified with special learning needs are at a higher risk for a number of negative outcomes, such as dropping out of school, qualifying for lower-level jobs, or becoming involved in criminal activity. Raising the standards of practice for all school psychologists working in the state of Hawaii will in turn increase appropriate service delivery to those students most in need.

Respectfully Submitted,  
Jamie Tagomori  
Ed.S., NCSP

## **SB 2281 SD2 HD1, a bill to license School Psychologists**

Aloha Chair Johanson and Member of the committee,

Chia-Chen Lin supports and offers comments on SB2281, a bill to license school psychologists in the State.

Hawaii remains the only state without a School Psychologist credential, despite two sunset evaluations conducted regarding Psychologists that clarified all Psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987). Because Hawaii does not have a School Psychology license, individuals who do not have graduate school psychology training and do not meet the nationally accepted certification standards can provide school psychological services within the education setting. This practice puts our Keiki in a highly disadvantageous position because our Keiki do not have equitable access to psychological services and mental health care that properly credentialed school psychologists provide to students in other states in the country. The research is clear that students who are identified with special learning needs are at a higher risk for a number of adverse outcomes, such as dropping out of school, qualifying for lower-level jobs, or becoming involved in criminal activity. Raising the standards of practice for school psychologists working in the State of Hawaii will in turn increase appropriate services delivery to those students most in need.

In addition, permitting professionals who do not have proper training in school psychological services to practice school psychology in Hawaii places our Keiki at risk for inappropriate Special Education identification and services. The improper Special Education identification adversely affects Keiki's learning and social/emotional development. It also presents staffing and financial obligations for our school districts and the Department of Education (DOE). The negative consequences of inappropriate Special Education identification can be long-lasting and contribute to social inequality and social injustice. Furthermore, the lack of proper credentials for school psychologists creates barriers to recruiting and retaining qualified School Psychologists. Without a credential, previous experience may not be appropriately recognized, and years of experience within the State may not be recognized elsewhere.

We ask that legislators enact the present legislation and require School Psychologists in Hawaii to have proper credentialing. This will ensure that students receive services from highly qualified and licensed professionals. I appreciate your consideration.

Respectfully Submitted,

Chia-Chen Lin  
Nationally Certified School Psychologist

**SB-2281-HD-1**

Submitted on: 3/30/2022 10:16:21 AM

Testimony for CPC on 3/31/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Keri Anacker	Individual	Support	Written Testimony Only

Comments:

SB2281 SD2 HD1 3/30/22

Aloha Chair and members of the committee,

I am writing in support of SB2281, a bill to license school psychologists. Hawai‘i remains the only state in the nation without a School Psychologist credential, despite two sunset evaluations conducted regarding Psychologists that clarified all Psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987). Because Hawai‘i does not have a School Psychology license, individuals who do not have graduate training in school psychology and who do not meet the nationally accepted certification standards can provide school psychological services within the educational setting. We are asking that legislators enact the present legislation, and require School Psychologists in Hawai‘i have proper credentialing. This will ensure that students receive services from highly qualified and licensed professionals.

The training of school psychologists is unique in that we have extensive training in cognitive, academic, social/emotional, behavioral, and adaptive assessment practices and training to ensure these measures are fair, reliable and valid. When these assessments are not utilized and administered as they were designed by properly trained professionals, the students are not being fairly assessed, which can result in inaccurate results. The research is clear that students who are identified with special learning needs are at a higher risk for a number of negative outcomes, such as dropping out of school, qualifying for lower-level jobs, or becoming involved in criminal activity. Raising the standards of practice for all school psychologists working in the state of Hawai‘i will in turn increase appropriate service delivery to those students most in need.

Thank you for your time and consideration,

Keri Anacker, MA, NCSP

School Psychologist

SB2281 SD2 HD1, a bill to license School Psychologists

Aloha Chair Johanson and members of the committee,

Hawai'i remains the only state in the nation without a School Psychologist credential, despite two sunset evaluations conducted regarding Psychologists that clarified all Psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987).

I am a parent of two DOE students, the current HASP President, and a School Psychologist in the DOE, I support SB2281.

As the current president of the Hawaii Association of School Psychologists I would like to thank the Hawaii Psychological Association (HPA) for their understanding that School Psychologists do need licensure. I would also like to address the concern raised by HPA in regards to advising on granting licenses. HASP is willing to work with HPA and the Board of Psychology to adapt policies and procedures guiding the review of applications to ensure appropriate members of the Board are reviewing each license application. I am sure this would be similar to how other boards review licensure when there are multiple levels of specialty. For example, the Hawaii Medical Board reviews licenses for different specialty areas as does the Speech Pathology/Audiology Board.

I am also the District School Psychologist for East Hawaii and supervise a number of other School Psychologists. When I moved here I was concerned that there was not a credential for School Psychologists. I continued to carry liability insurance as a School Psychologist and maintained my Arizona School Psychologist License as a way to protect myself legally if a parent, lawyer, or advocate questioned my credentials.

As a specialist on campuses for Mental Health, IDEA Special Education Law, 504 eligibility, and Academic/Behavior/Social Emotional Learning Intervention systems support, I find it very worrisome that anyone who meets certain hiring criteria can work in the school system with some of our most needy children without the proper training.

As a supervisor for other School Psychologists I know they also maintain out of state licenses just to make sure they also have proof that they are providing services that they have been trained and gone to extensive amounts of schooling to achieve.

It is essential that the Department of Education and the State of Hawaii have professionals properly credentialed and filling roles appropriate to their training. Not only will it protect our students, it will protect the DOE from Liability, the other professionals who are in this role from liability, and it will eventually add a funding resource for the DOE in Medicaid billing (as 80% of our job is dealing with children in Special Education).

Respectfully Submitted

Dr. Angie Graham



03/30/2022  
Hawai'i State Capitol  
415 S Beretania St.  
Honolulu, HI 96813

SB2281 SD2 HD1, a bill to license School Psychologists

Aloha Chair Johanson and members of the committee,

I am the parent of two children in the Hawaii Department of Education. I am in support of this bill. When dealing with professionals on a campus as a parent I should know that the person I am working with does reflect the title of their position. I expect a school principal to have the administrative training to be trusted to deal with the systems on their campus. I would hope I could trust the Mental Health and Special Education professionals I am asking for support to help my children are actually trained and their title reflects their experience and expertise. However, I have seen that this is not always the case. Please ensure that my children and the rest of the students on the HIDOE campuses are being supported by those who know how to work in mental health and within special education law.

I support SB 2281 and the licensure of School Psychologists. All professionals working with my children should be hired correctly in a position they are expertly trained for as I expect from my children's teachers, Special Education Teachers, Speech Pathologists, and Principals.

Respectfully Submitted,



John Thomas Graham  
Concerned Parent

03/30/2022  
Hawai'i State Capitol  
415 S Beretania St.  
Honolulu, HI 96813

SB2281 SD2 HD1, a bill to license School Psychologists

Aloha Chair Johanson and members of the committee,

I am a teacher who has taught in both General Education and Special Education classrooms for the past 22 years. After retirement I continued to help support children in Hawaii as a substitute teacher. Teachers and School Psychologists often work hand in hand helping support our most needy children. I have found amazing support from these professionals. They are knowledgeable in behavioral and academic intervention practices, systems of support for disability needs, data collection and analysis, curriculum based assessment, progress monitoring, mental health interventions, and have provided instructional support on numerous occasions.

When dealing with professionals on a campus I should know that the person I am working with does reflect the title of their position. I hold the title of Teacher, parents should know that as a "Teacher" I have taken and graduated from a "Teaching Program", parents and staff should have as much confidence in those who hold the title of School Psychologist. As a professional working on a K-12 campus I would hope I could trust that those I ask for to support me in the area of Mental Health and Special Education, are experts in these areas.

I support SB 2281 and the licensure of School Psychologists. All professionals working with K-12 students should be hired correctly in a position they are expertly trained. This should be similar across all professions in the Department of Education.

Respectfully Submitted,

Madeline Bennett

**SB-2281-HD-1**

Submitted on: 3/30/2022 1:02:45 PM

Testimony for CPC on 3/31/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kari Arneson	Individual	Support	Written Testimony Only

Comments:

**03/30/2022**

**Hawai'i State Capitol**

**415 S Beretania St.**

**Honolulu, HI 96813**

**SB2281 SD2 HD1, a bill to license School Psychologists Aloha Chair Johanson and members of the committee,**

**I support SB2281, a bill to license school psychologists in the State. Hawai'i remains the only state in the nation without a School Psychologist credential, despite two sunset evaluations conducted regarding Psychologists that clarified all Psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987). Because Hawai'i does not have a School Psychology license, individuals who do not have graduate training in school psychology and who do not meet the nationally accepted certification standards can provide school psychological services within the educational setting. We are asking that legislators enact the present legislation, and require School Psychologists in Hawai'i have proper credentialing. This will ensure that students receive services from highly qualified and licensed professionals.**

**This bill is important to me as it protects the keiki and community of Hawai'i while also protecting the profession of school psychology at large.**

**The training of school psychologists is unique in that we have extensive training in cognitive, academic, social/emotional, behavioral, and adaptive assessment practices and training to ensure these measures are fair, reliable and valid. When these assessments are not utilized and administered as they were designed by properly trained professionals, the students are not being fairly assessed, which can result in inaccurate results. The research is clear that students who are identified with special learning needs are at a higher risk for a number of negative outcomes, such as dropping out of school, qualifying for lower-level jobs, or becoming involved in criminal activity. Raising the standards of practice for all school psychologists working in the state of Hawai'i will in turn increase appropriate service delivery to those students most in need.**



**Respectfully Submitted,**

**Kari Arneson**

**School Psychologist, Ed.S., NCSP**

Testimony Support for SB2281  
March 30, 2022

Aloha,

School Psychologists work to provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally by providing direct educational and mental health services for children and youth. Additionally, we work with parents, educators, and other professionals to create supportive learning and social environments for all children. As a practicing School Psychologist and an executive board member (Past President) of the Hawai`i Association of School Psychologists (HASP), I am writing in support of licensure of School Psychologists in Hawai`i. Currently, Hawai`i is the *only* state in the country that does not have a credentialing process in place for School Psychologists, despite two sunset evaluations conducted regarding Psychologists that clarified all Psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987). There are a couple reasons this is extremely problematic. First and foremost, having no credentialing requirements may potentially result in unqualified individuals working in School Psychologist positions, which could possibly cause harm to our keiki. Because the state of Hawaii currently does not offer a single School Psychology graduate program, at this time all School Psychologists are either being recruited from the mainland, coming in with varying qualifications, or individuals within the state of Hawaii who have earned a degree in a similar field, such as Counseling or Clinical Psychology, are sometimes hired into School Psychologist positions, even though they have not received appropriate training to be working in these positions. It is clear that the state of Hawaii has a severe shortage of School Psychologists, and because of this, it is not surprising that unqualified individuals may be fulfilling School Psychologist roles; however, it is imperative to understand that this causes more harm than benefit to our keiki.

The reason this is problematic is that School Psychology programs are unique from other mental health programs in the focus on interpretation of assessment results and linking those results to effective, research-based intervention. Although any mental health professional can be trained to administer assessments, the interpretation can be very problematic for those who are not trained, and this can produce damaging consequences for students. For instance, I was recently made aware of a past case in our state where an unqualified individual working in the role of a School Psychologist had misinterpreted cognitive (IQ) scores of a student who spoke English as a second language when the cognitive test had been administered in English, a language in which this student was not fluent. The student scored within the extremely low range when tested in English, resulting in an educational classification of Mental Retardation at the time (now called Intellectual Disability), and the student consequently began to receive intensive special education services to meet what were determined to be his needs, based on the evaluation results. Unfortunately, this was very inaccurate, as the student apparently had average intellectual abilities when later tested in his dominant language. Therefore, it appears this student received inaccurate programming for years until the error was realized, and by that time, he had missed years of receiving appropriate instruction/curriculum in school. This is just one example to highlight how an individual unqualified to practice as a School Psychologist may not be able to make accurate decisions to assist our keiki, as this professional had not received the appropriate

and specialized training necessary to do so. It is critical to have qualified professionals working in our field.

Second, the state's failure to require licensure of its School Psychologists means that, by law, the state is unable to seek warranted reimbursements from the federal Medicaid program for the services provided by School Psychologists in an educational setting. If we had a licensing process in place, we would be able to bill for our services, and this money would be used to help Hawaii's keiki.

It is important to consider that all Psychologists are indeed Psychologists, regardless of the setting we work in (i.e., school, private practice, hospital). Why should School Psychologists be the only area of Psychology exempt from having to follow professional standards in our practice? Licensure is a requirement for all other Psychologists. As School Psychologists, we work with children with special needs, as we have specialized training to do this. We must have credentialing standards in place to be held to higher standards and to protect our children. It would make most sense for School Psychologists to be licensed and registered through the Board of Psychology to ensure delivery of quality service to students and the community, as it is a consumer protection agency. It would be the most seamless transition because School Psychology has already become a part of the Board of Psychology. Please know that HASP will be willing and ready to work with HPA and the Board of Psychology to address any potential concerns they may have and make adaptations to policies as necessary.

In summary, credentialing is important for all professionals, but it is critical for professionals who work with keiki with special needs. Our keiki need to be protected through implementation of a credentialing process that would keep Mahalo for your consideration.

Respectfully submitted,

A handwritten signature in black ink that reads "Amanda Garrett". The signature is written in a cursive, flowing style.

Amanda Garrett, Psy.D.  
Nationally Certified School Psychologist  
Past President of the Hawaii Association of School Psychologists (HASP)



# Hawai'i Psychological Association

*For a Healthy Hawai'i*

P.O. Box 833  
Honolulu, HI 96808

www.hawaiipsychology.org

Phone: (808) 521 -8995

## COMMITTEE ON CONSUMER PROTECTION & COMMERCE

Rep. Aaron Ling Johanson, Chair

Rep. Lisa Kitagawa, Vice Chair

DATE: March 31, 2022 2:00 P.M. - VIA VIDEO CONFERENCE; Rm 329

### Support With Amendments

The Hawai'i Psychological Association applauds the efforts of school psychologists to be licensed as this ensures quality care for children and families and adds an important layer of consumer protection that is in keeping with other professions and the profession of school psychology in other states, as noted in Part I of the bill. It also, at long last, would enable the state to seek reimbursements from the federal Medicaid program for services provided by school psychologists in educational settings. These are noble and stand-alone reasons for supporting the intent of this legislation that rise above some major concerns, including the absence of a NASP-accredited school psychology program in Hawai'i and the challenges of recruitment and retention of school psychologists.

We appreciate the amendments made by Senator Baker in the Senate Commerce and Consumer Protection Committee, which outlines a process to create an interim licensing scheme by the Board of Psychology (Board) under the DCCA; and a mandate that the Board and the Department of Education develop a permanent licensing structure.

However, we have concerns about changing the composition of the Board of Psychology to include school psychologists - as they have very different credentials. Their training and continuing education requirements, while varying by state, are substantively different from the education, training, and continuing education requirements of clinical psychologists. HPA members have expressed strong concerns about school psychologists rendering opinions regarding licensure of clinical or health service psychologists and of clinical psychologists rendering opinions regarding the licensure of school psychologists. We recommend that a separate licensing body or process, specific to school psychologists, be established.

Thank you for the opportunity to provide input into this important bill.  
Sincerely,

Raymond A Folen, Ph.D., ABPP.  
Executive Director

SB2281 SD2 HD1, a bill to license School Psychologists

Aloha Chair Johanson and members of the committee,

**LATE**

I support a bill to license school psychologists in the State of Hawaii. Hawai'i remains the only state in the nation without a School Psychologist credential. There is also a nationwide shortage of School Psychologists and as a state, we are having extreme difficulty attracting qualified candidates. SB2281 aligns with the nationally accepted certification standards (NCSP) put forth by the National Association of School Psychologists (NASP). This would allow Hawaii to attract qualified and competent candidates to work with our Keiki in providing educational/social-emotional assessments and support the mental health of our children. At this critical time in history, our children in Hawaii are demonstrating elevated risk for cognitive, academic, and mental health difficulties. Psychological and educational research is clear that students identified with special needs are at-risk for academic problems, truancy, dropping out of school, suicide, and becoming involved in criminal activity. Raising the standards of practice for all school psychologists in Hawai'i will help to attract qualified candidates, increasing appropriate service delivery to those students in need.

Respectfully Submitted,  
M. Holly Barra

**LATE**

**SB-2281-HD-1**

Submitted on: 3/31/2022 2:31:47 AM

Testimony for CPC on 3/31/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Gerard Silva	Individual	Oppose	Written Testimony Only

Comments:

Wast of Money !!