



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

**Date:** 02/16/2022

**Time:** 01:00 PM

**Location:** Via Videoconference

**Committee:** Senate Health

**Department:** Education

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

**Title of Bill:** SB 2281 RELATING TO PSYCHOLOGY.

**Purpose of Bill:** Establishes licensure requirements for school psychologists to be administered by the Board of Psychology. Requires all school psychologists to be licensed by July 1, 2025. Increases the composition of the Board of Psychology to include two school psychologists.

**Department's Position:**

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

The Department supports the licensing of school psychologists as it enhances the quality of services provided to our public school students, enables our ability to seek Medicaid reimbursements for eligible services, and aligns Hawaii with licensure requirements established by the other states.

Although SB 2281 allows three years to meet licensure requirements, we are concerned that employees that do not have a license may not meet the proposed requirements by the July 1, 2025 effective date. 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. These employees may need additional time and resources to enroll in and complete an accredited online school psychology graduate program while also maintaining full-time employment with the Department.

Thank you for the opportunity to submit testimony on SB 2281.

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

**Before the  
Senate Committee on Health  
Wednesday, February 16, 2022  
1:00 p.m.  
Via Videoconference**

**On the following measure:  
S.B. 2281, RELATING TO PSYCHOLOGY**

Chair Keohokalole 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's Legislative Committee (Legislative Committee) offers comments on this bill.

The purposes of this bill are to: (1) establish licensure requirements for school psychologists to be administered by the Board of Psychology; (2) require all school psychologists to be licensed by July 1, 2025; and (3) increase the composition of the Board of Psychology to include two school psychologists.

The Board will review this bill at its next publicly noticed meeting later this month. In the meantime, the Legislative Committee notes that in the past, the Board has respectfully opposed measures similar to this. While the Board appreciates the bill's intent to regulate the practice of school psychology in the State, it questions whether the Board is the proper government entity to license and regulate school psychologists, as proposed by this bill.

The Legislative Committee firmly believes that a sunrise analysis shall be performed prior to the enactment of this bill pursuant to Hawaii Revised Statutes section 26H-6. This bill proposes licensure for specialist-level school psychologists, an unregulated profession in this State. This bill aims to drastically affect the purpose of HRS chapter 465, which provides a licensing scheme and regulation of psychologists at the doctoral level. Consequently, it is not appropriate to license specialist-level school psychologists under this chapter.

Instead, the Senate Committee on Health may wish to consider similar language as S.B. 818, S.D. 2, which the Committee on Commerce, Consumer Protection, and Health heard and passed out of Committee during the 2019 legislative session. The

purposes of S.B. 818, S.D. 2, are as follows: (1) establish licensure requirements for school psychologists to be administered by the Hawaii Teacher Standards Board (HTSB); and (2) specify that school psychologists who are employed by an educational institution and who practice only within a school setting shall be exempt from licensure under HRS chapter 465.

For the Committee on Health's information, regulation of school psychologists, either through credentialing, certification, or licensure, are as follows: forty-one (41) states do so within their department of education (or equivalent department type); two (2) states within their departments of health; and four (4) states credential, certify, or license school psychologists by their boards of psychology. Additionally, it is worthwhile to note that HTSB currently licenses counselors in the DOE and Charter schools.

Regarding the Board composition, the Legislative Committee 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 Board 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. Thus, the evaluation of candidates for this license type would be better administered by the HTSB.

The Legislative Committee would also like to call to attention language included on page 10, line 6 to 9, which appears to pose a conflict of interest, 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 should be the sole authority on the licensure, regulation, and public protection of psychologists and may consider the advice of public, including professional associations promoting the profession.

The Legislative Committee is concerned 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 5 to 15, provides a description of services that psychologists who are currently licensed under HRS chapter 465 are trained to do. The Legislative Committee questions why doctoral-level clinical psychologists should be excluded from this practice.

Both the Board and the Department of Commerce and Consumer Affairs' Professional and Vocational Licensing Division (PVL) would not be prepared to license school psychologists by July 1, 2025, as proposed by this bill. If the Committee is inclined to pass this bill, the Board and PVL respectfully request amending the date to July 1, 2027, to provide time to: (1) update PVL's database; (2) create a new method of licensure; (3) create new application forms; (4) promulgate administrative rules, as required by this bill; and (5) find two school psychologists who are qualified to serve on the Board.

Finally, it is unclear whether this bill meets the criteria for Medicaid reimbursement as it seems to propose. A sunrise analysis would be helpful in providing a comprehensive review of the current federal requirements for Medicaid reimbursement and how many states are receiving reimbursements in this manner. A sunrise analysis would also be helpful in evaluating the impact the law would have on the Department of Education, on school psychologists currently practicing in the State, and on the availability of training that would be needed to meet the requirements for licensure.

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



## SB2281, A Bill to License School Psychologists

February 14, 2022

Aloha Chair Keohokalole 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 '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. 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 legislature's support to establish licensing in Hawai'i, in that it nullifies that exemption and ensures that students receive services from highly qualified and licensed professionals. 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.

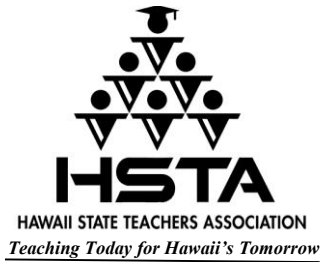
Graduate training in school psychology and a supervised internship aligns with the Practice Model set forth by the National Association of School Psychologists (NASP). The Practice Model outlines the professional expectations of respecting the dignity and rights of all persons and maintaining professional competency and integrity in professional relationships to foster and maintain the public's trust. Our practice model outlines the training of school psychologists that requires them to be forthright about their qualifications, competencies, and roles. We work in full cooperation with other professional disciplines to meet the needs of students and families and avoid multiple relationships that diminish their professional effectiveness. We maintain the public trust by respecting law and encouraging ethical conduct. When untrained and unqualified persons are employed as a 'school psychologist' under this current exemption in HR 465, but do not meet the graduate level training requirements, the integrity of the profession is compromised and the public is not protected. 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.

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



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 SENATE COMMITTEE ON HEALTH

RE: SB 2281 - RELATING TO PSYCHOLOGY

WEDNESDAY, FEBRUARY 16, 2022

OSA TUI, JR., PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Keohokalole, and Members of the Committee:

The Hawaii State Teachers Association **supports SB 2281**, relating to psychology. This bill establishes licensure requirements for school psychologists to be administered by the Board of Psychology. Requires all school psychologists to be licensed by July 1, 2025. Increases the composition of the Board of Psychology to include two school psychologists.

**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.** 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.**

**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.**



## **SB2281, a bill to license School Psychologists**

2/14/2022

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

Aloha Chair Keohokalole 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. 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.

Graduate training in School Psychology and a supervised internship aligns with the Practice Model set forth by the National Association of School Psychologists (NASP, 2020). The practice model outlines the necessary training of School Psychologists, which includes being forthright about their qualifications, competencies, and roles. We work in full cooperation with other professional disciplines to meet the needs of students and families and avoid multiple relationships that diminish their professional effectiveness. We maintain the public trust by respecting law and encouraging ethical conduct. When untrained and unqualified persons are employed in a School Psychologist position under the current exemption in HR 465, the integrity of the profession is compromised and Hawai'i's students and families are more vulnerable to malpractice.

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, students are not 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 students most in need.

The Hawai'i Association of School Psychologists urges that you pass SB2281, and license 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.

Alec Marentic, Nationally Certified School Psychologist  
*President-elect, Hawai'i Association of School Psychologists*



02/15/2022

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

## SB2281, a bill to license School Psychologists

Aloha Chair Keohokalole, Vice Chair Baker, 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). 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 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.

I am also aware of a few professionals who do not have a school psychologist background who are currently in that role. These individuals have very little training in working with the school age population, have no prior training in special education eligibility/services, and yet they are conducting Psychoeducational Assessments, providing intervention support, and dealing with Special Education Law on a daily basis.

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).

As a parent, a School Psychologist, and an employee of the DOE I support SB228.

Some quick Facts:

1. Why license school psychologists?
  - a. We are currently the only state in the nation without a credential
  - b. Without a licensing board, parents do not have anywhere to take ethical complaints related to malpractice
  - c. Without a proper credential, individuals who have not received the necessary training outlined by the nationally accepted certification standards put forth by the National Association of School Psychologists (NASP) can be employed as and use the title *School Psychologist* in Hawai'i
  - d. Licensing School Psychologists will allow the DOE to bill Medicaid for School Psychological services provided by School Psychologists
  - e. The Every Student Succeeds Act explicitly recognizes School Psychologists as "specialized instructional support personnel"
  
2. Is SB2281 similar to other state licensure laws?
  - a. Alabama, Alaska, Arizona, Arkansas, Washington, as a few examples, all require the completion of a School Psychology training program from an accredited institution OR a valid NCSP

Respectfully Submitted,

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

Dr. Angie Graham

**SB-2281**

Submitted on: 2/15/2022 11:34:58 AM

Testimony for HTH on 2/16/2022 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Kari Arneson	Testifying for DOE	Support	No

Comments:

**02/15/2022**

**Hawai'i State Capitol**

**415 S Beretania St.**

**Honolulu, HI 96813**

**SB2281, a bill to license School Psychologists**

**Aloha Chair Keohokalole, Vice Chair Baker, 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). 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.**

**Licensing is important to protecting the profession. Without licensing, anyone can act as a school psychologist, which has its dangers, as well as impacts the impression of actual school psychologists. We need licensure to protect the state and to protect the profession. There is a reason for licensure, and to me no explicable reason why other professions in the DOE have/require licensure but there is not one for school psychologists.**

**Respectfully Submitted,**

**Kari Arneson**

# Hawai'i Psychological Association

*For a Healthy Hawai'i*

P.O. Box 833  
Honolulu, HI 96808

[www.hawaiipsychology.org](http://www.hawaiipsychology.org)

Phone: (808) 521-8995

## COMMITTEE ON HEALTH

Senator Jarrett Keohokalole, Chair  
Senator Rosalyn H. Baker, Vice Chair

DATE: February 16, 2022 1:00 P.M. - VIA VIDEO CONFERENCE

Testimony in Support on SB2281 HEALTH with comments.

The Hawai'i Psychological Association supports 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.

However, we take strong issue with the amendments to HRS§465-4, which places the licensing of school psychologists under the auspices of the Board of Psychology. The Hawai'i Psychological Association would like to see the creation of a separate Board of School Psychology under the DCCA to avoid any confusion or unforeseen difficulties.

The reasons we oppose changing the composition of the Board of Psychology and support the aforementioned alternative is that school psychologists have different credentials. Their training and continuing education requirements, while varying by state, are substantively different from the education, training, and continuing education requirements of psychologists as a whole.

According to the National Association of School Psychologists' website, the State Education Agency (SEA) credentials school psychologists in *all* states to practice in the schools - except Texas and Hawai'i. Although Texas credentials its school psychologists through a state board of examiners of psychologists, they only credential those with a doctorate in school psychology.

Additionally, HPA members have expressed strong concerns about school psychologists rendering their opinions regarding licensure of psychologists – as a whole; and of psychologists rendering their opinions regarding the licensure of a specialized subset of the profession - school psychologists.

HPA believes licensure of school psychologists in Hawai'i is long overdue and is universally supported by psychologists in the state. With appropriate oversight, we believe this proposal can work.

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

Sincerely,



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



Committee on Health

Senator Jarrett Keohokalole, Chair

Senator Donna Roslyn Baker, Vice Chair

February 16, 2022

Dear Chair Keohokalole, Vice Chair Baker, and Members of the Committee,

We support SB 2281, 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. 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. Additionally, State licensure is needed for school psychology services to be included in the Hawai'i School-Based Medicaid Program, which allows for partial reimbursement of services from the federal government to qualified students receiving special education services.

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	

**SB-2281**

Submitted on: 2/11/2022 7:14:43 PM

Testimony for HTH on 2/16/2022 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Gerard Silva	Individual	Oppose	No

Comments:

Not Need. Get ride of the Comunist Teachers and there will be no Problems!!





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

## SB2281, a bill to license School Psychologists

Aloha Chair Keohokalole, Vice Chair Baker, 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). 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 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. It 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.

Respectfully Submitted,

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



Testimony Support for SB2281  
February 14, 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, 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 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. This should be applied to School Psychologists working in public schools, Early Intervention, and at the college level. It would be the most seamless transition because School Psychology has already become a part of the Board of Psychology. 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.

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,

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

Melissa Dawson  
4417 Puu Panini Ave  
Honolulu, HI 96816

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

2/14/22

Re: SB2281, a bill to license School Psychologists

Aloha Chair Keohokalole, Vice Chair Baker, 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). 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 father. It has always been surprising to me to hear of how different the role, pay, and recognition of the School Psychologist 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 rewarding proper credentialing here, we can begin to align the field of School Psychology in Hawai'i with the rest of the country, expanding on our roles and becoming more competitive with our recruitment.

Respectfully Submitted,

Melissa Dawson



2/14/2022  
Hawai'i State Capitol  
415 S Beretania St.  
Honolulu, HI 96813

## SB2281, a bill to license School Psychologists

Aloha Chair Keohokalole, Vice Chair Baker, 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). 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 overwhelmed with the amount of schools that I am tasked to covered in Central District Oahu and direly need Nationally Certified School Psychologists to apply to the state of Hawaii. We have open positions that cannot be filled due to the low income that we receive as pay from the state. The annual amount that we receive as pay, works out to be less than a teacher makes per hour, and the positions are very hard to fill. Increasing the pay to School Psychologists that are nationally certified would help attract potential candidates to apply for the positions available.

In closing, I am pleading for help to establish within the department a school psychologist national certification incentive program as to recruit and retain Nationally Certified School Psychologists to the state of Hawaii to better the lives of our keiki and their 'ohana.

Respectfully Submitted,

Traci Effinger,

Nationally Certified School Psychologist

**SB-2281**

Submitted on: 2/14/2022 2:38:10 PM

Testimony for HTH on 2/16/2022 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Cheri Richards	Individual	Support	No

Comments:

Aloha my name is Cheri Richards, I am in support of SB2281 because I understand as a parent of a child who has been in the DOE system in the Special Education program, how frustrating it was that the school did not provide adequate professional psychological support to my son. He was often teased and harrassed because of his identity, personality, culture, and learning disability. It has always been upsetting to me that the DOE system lacks the support that our children are in desperate need of professional help.

Mahalo for your time and commitment in supporting our keiki.



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

## SB2281, a bill to license School Psychologists

Aloha Chair Keohokalole, Vice Chair Baker, 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). 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 have recently relocated to Hawaii from New Jersey. I was surprised to find that Hawaii does not have a credentialing system for their school psychologists like New Jersey and all other states besides this one have. When I learned this, I became involved in HASP to learn how I could advocate for students, their families, and even staff. I want to continue my professional career in Hawaii working within a state that values the importance of credentialing for all their professional staff working with the Keiki in the school system.

Respectfully Submitted,

**Jenna Maiorano, M.A., CAGS, NCSP**  
School Psychologist  
Aiea-Moanalua-Radford Complex Area

2/14/2022  
Hawai'i State Capitol  
415 S Beretania St.  
Honolulu, HI 96813

SB2281, a bill to license School Psychologists

Aloha Chair Keohokalole, Vice Chair Baker, 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). Because Hawai'i does not have a School Psychology license, Individuals with similar but inadequate training can be hired into School Psychologist positions without a proper credential. Without an appropriate credential of the school psychologist in the state, the quality of psychological services our Keiki are receiving from non-credentialed professionals may not meet the essential requirement of the professional and ethical standards compared to the services delivered in the rest of the nation. This practice puts our Keiki in a highly disadvantageous position because they do not have equitable access to psychological services and mental health care that properly credentialed school psychologists provide to students in other states of the country. In addition, hiring professionals who do not have proper training in school psychological services 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 of school psychologists creates barriers to the recruitment and retention of 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 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. Our educational entities employ properly trained professionals to provide the level of care our Keiki needs.

Please feel free to reach out with any questions you may have. Thank you for your consideration.

Respectfully submitted,

Chia-Chen Lin, M.Ed.  
Nationally Certified School Psychologist (NCSP)  
Maui District



Testimony Support Regarding **Senate Bill 2281**  
Establishing Licensure for School Psychologists in Hawai'i

Wednesday February 16, 2022

Aloha e,

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 Hawaii) 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 Hawaii 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 Hawaii and I urge you to support this bill.

Mahalo for the opportunity to submit testimony.

Holly Hoke, Ed.S. NCSP  
School Psychologist

**SB-2281**

Submitted on: 2/15/2022 6:14:45 AM

Testimony for HTH on 2/16/2022 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Kayla Doherty	Individual	Support	No

Comments:

As a Big Island resident, I support this bill and each of its components. I believe Hawaii needs to join the rest of the United States by implementing a licensure qualification in order for the proper practice of school psychology in the state. Individuals allowed to operate within the school psychologist role without adequate education, experience, and knowledge may unintentionally harm students and parents seeking special education and other educational support through inappropriate assessment choices and lack of school/operational knowledge. Only school psychologists with proper licensure should be allowed to operate in the school psychologist role to best support our keiki and provide proper expertise related to school psychological services including, but not limited to, special education assessment and mental and behavioral health services.

**SB-2281**

Submitted on: 2/15/2022 7:06:52 AM

Testimony for HTH on 2/16/2022 1:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Abigail Royston	Individual	Oppose	No

Comments:

I have been working for the Department of Education since 1998, but I am submitting this testimony as a private citizen. I have completed doctoral-level training in both Clinical and School Psychology. I am a licensed Psychologist in Hawaii and a Nationally Certified School Psychologist. I am a past President and Treasurer of the Hawaii Association of School Psychologists, and a past Hawaii State Representative to the National Association of School Psychologists.

I fully agree with the *intent* of SB2281, but I *oppose this bill as written* for a number of reasons.

1. Individuals currently hired as School Psychologists by the Department of Education should be automatically granted School Psychology licenses on the date this bill takes effect, and then should be subject to the requirements for maintenance of licenses, including Continuing Education, appropriate conduct, and fees.

The way this bill is currently written, individuals who were trained more than 10 years ago in School Psychology programs that were not accredited by the National Association of School Psychologists but that required their students to complete coursework equivalent to that required *at the time* by the National Association of School Psychologists would be unable to be licensed as School Psychologists in Hawaii, despite having been working for us for over a decade. The National Association of School Psychologists updates their accreditation standards approximately every ten years, so these past programs would no longer be equivalent and therefore no longer be acceptable.

Requiring these loyal, experienced School Psychologists to obtain the Nationally Certified School Psychologist credential in order to maintain their work with the public-school students of Hawaii would give them a task impossible to accomplish in two years, so we would lose them. It is difficult to hire and keep School Psychologists here because cost of living is higher and salaries are lower than in most school districts on the mainland. Crafting a law that would cost us experienced colleagues who have been working with our children will cause harm to the schools, the children, and the rest of us who will need to cover the schools these professionals have been working with as well as the schools we are already serving.

2. The continuing education requirement for School Psychologists as written in SB2281 is greater than the continuing education requirement for Licensed Psychologists under the same statute and the continuing education requirement for maintaining the Nationally Certified School

Psychologist Certificate. Hawaii Licensed Psychologists are required to obtain *18 accredited* continuing education hours every *two* years. Nationally Certified School Psychologists are required to obtain 75 continuing education credits every *three* years, *only 10 of which are from accredited providers*. The continuing education requirement for Licensed School Psychologists should *not* be greater than the continuing education requirement for Licensed Psychologists.

**Jeffrey D. Stern, Ph.D.  
1433 Kamehameha IV Rd  
Honolulu, HI 96819**

**THE THIRTY-FIRST LEGISLATURE  
REGULAR SESSION OF 2022**

SENATE COMMITTEE ON HEALTH  
SEN. JARRET KEOHOKALOLE, CHAIR  
SEN. ROZ BAKER, VICE-CHAIR

Testimony in opposition to SB 2281, Relating to Psychology

Hearing: Feb. 16, 2022 1:00 P.M. via Videoconference

February 14, 2022

Honorable Chair Keohokalole, Vice Chair Baker, and members of the State Senate committee on Health. While I support the intent of legislation to license school psychologists, I don't feel it would be at all appropriate to put them under the Board of Psychology and more importantly, I don't believe it will have a positive impact on the problem it intends to solve, access to psychological services in school settings. I am therefore in opposition to SB 2281.

One big reason why this won't begin to solve our problem but may only make it worse is because the pay for school psychologists doesn't come close to being competitive, such that there isn't enough of a demand (for the school psychologist credential and a job with the DOE) to make it feasible for a university to develop a NASP-accredited program that is sustainable beyond a couple of cohorts. I say this because HASP approached me several years back to try to get a program launched at HPU and despite my efforts, it did not bear fruit (for the reason cited above).

It's never been about their deservedness, nor their importance. Rather, it's been about credentialing standards for Hawai'i (supply), oversight (processing), and of course, pay (demand).

The simplified answer is in a three-pronged approach, one prong for each key issue.

- 1) To address supply and demand (for the positions), fund them competitively. We know school psychologists are deserving and we'll be asking a lot of them in the coming decades.
- 2) To address processing, establish a separate board and create a licensure law for school psychologists. They are very different from and have very different credentials, a different governing entity, and are overseen separately from clinical psychology in every state but one (Texas, which requires a doctorate for licensure).

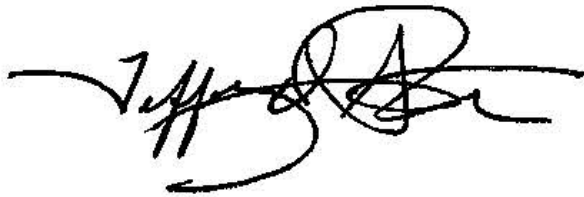
We've come a long way in terms of psychology in schools with SBBH and school psychologist positions, and I don't want to come across as not recognizing these gains. Back when I started out in child psychology in the state, back in the early 1990s, there was one

psychologist per district. But the need of our keiki have shifted. I'd urge this committee and the Legislature to set this legislation aside this year and create a task force for next year that addresses this issue, be it through the Keiki Caucus or some other organization of like-minded problem-solvers. We should talk to and look at other states; learn about what they have done and are doing to meet the mental health needs of their children and youth in schools in light of the pandemic. Our youth have been struggling and suffering, as evidenced by rising suicide rates, mental health diagnoses, and need and demand for services.

As psychologist, we've shifted our attention to access to care and have aligned ourselves with several other groups serving our community's collective mental health and illness needs (e.g., LCSWs, LMHCs, LMFTs). We have reached out to the Hawai'i Association of School Psychologists, but have not been successful in partnering with them (yet). Unsurprisingly, demand far exceeds supply, and the schools are a major contact point for identifying and helping children and youth.

Let's develop a true and lasting solution to this problem that considers a future where children's mental health needs are given adequate attention and support; a system of care that includes a doubling down investment in school-based support.

Thank you for the opportunity to testify on this important measure.

A handwritten signature in black ink, appearing to read "Jeffrey D. Stern". The signature is stylized with a large, circular flourish at the end.

Jeffrey D. Stern, PhD  
Past President, Hawai'i Psychological Association  
Member, Keiki Caucus

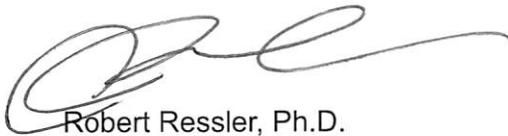
February 15, 2022  
Hawaii State Capitol  
415 S Beretania St.  
Honolulu, HI 96813

## SB2281, a bill to license School Psychologists

Aloha Chair Keohokalole, Vice Chair Baker, 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.

Respectfully Submitted,



Robert Ressler, Ph.D.

**SB-2281**

Submitted on: 2/15/2022 10:25:35 AM

Testimony for HTH on 2/16/2022 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Keri Anacker	Individual	Support	No

Comments:

Aloha Chair Keohokalole, Vice Chair Baker, 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). 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.

It is imperative to pass this bill. Without a state credential in Hawai‘i, School Psychologists are not held to a consistent standard. Mental Health professionals are valuable, desirable, and necessary in schools. This proposal, if passed, will ensure highly qualified experts are hired into school psychology positions.

Thank you for your time and consideration,

Keri Anacker

School Psychologist



02/15/2022  
Hawai'i State Capitol  
415 S Beretania St.  
Honolulu, HI 96813

## SB2281, a bill to license School Psychologists

Aloha Chair Keohokalole, Vice Chair Baker, 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). 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 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

**SB-2281**

Submitted on: 2/15/2022 12:14:06 PM

Testimony for HTH on 2/16/2022 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Lynette Cantere	Individual	Support	No

Comments:

Aloha Chair Keohokalole, Vice Chair Baker, and members of the committee,

I have been a school psychologist here in Hawaii since the Master's/Specialist level position was created approximately 2 decades ago. My position here in Hawaii is a young one, however it is not a new profession/position in the rest of our country, and Hawaii remains the only state in the nation without a School Psychologist license. I am aware that two sunset evaluations conducted regarding Psychologists clarified all Psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987). School Psychology is a field that many people misunderstand. While there is overlap between my field and the different branches of psychology and behavioral/mental health, there are also very unique aspects about School Psychology that only those coming out of School Psychology training programs have. Enacting legislation to require School Psychologists in Hawaii to have proper licensing will not only ensure that we have qualified individuals in School Psychology positions, it will also bring about awareness of the training required and the breadth of knowledge that we bring to the school system. Having proper licensing will ensure that students receive services from highly qualified and licensed professionals.

Personally, the lack of having a license as a School Psychologist in Hawaii has resulted in obstacles with regards to my credibility as a professional. There have been numerous instances, over the almost 22 years that I've worked here, where my training and knowledge have been questioned when folks learn that I do not have a license. I have had to explain that Hawaii does not have licensing for School Psychologists. I have been questioned as to how I can call myself a psychologist, to which I respond that I am a "School Psychologist" and explain my training and the field of School Psychology.

Over the years I have established myself as a knowledgeable professional and hold respect with many individuals; however, I personally see how the School Psychologist position is often seen as one that someone might simply be able to slide into with a couple courses in assessment and special education class under their belt. This is far from the truth. School Psychological services here in Hawai are generally quite different from what our positions look like in other states, so many individuals have not seen the breadth of services that we are able to offer.

Having an established licensing process will allow the public and others interested in School Psychology to understand the type and level of training required - even if our current staffing ratio does not allow us to fully utilize all our knowledge to the degree possible. Requiring

School Psychologists to be licensed would also benefit the Department of Education down the road when school psychological and related services may be able to be reimbursed through Medicaid.

I have a vested personal interest in serving our youth. I am a Hawaii born and raised individual with a child who has attended public schools since Kindergarten. I would like myself and my colleagues to be held to a high standard and provide quality services to our youth.

Thank you very much for considering my testimony in your decision making process.

Respectfully Submitted,

Lynette Cantere

*Lesley A. Slavin, Ph.D.  
317C Olomana Street  
Kailua, HI 96734*

Testimony in SUPPORT of SB2281 RELATING TO PSYCHOLOGY

COMMITTEE ON HEALTH

Senator Jarrett Keohokalole, Chair  
Senator Rosalyn H. Baker, Vice Chair

NOTICE OF HEARING

DATE: Wednesday, February 16, 2022  
TIME: 1:00PM  
PLACE: Via Videoconference

I want to express my support for SB2281 which would establish a mechanism for the licensing of School Psychologists in the state of Hawai'i. This is very important because, without licensing, there is limited consumer protection for children and families served by school psychologists and the state cannot ensure that functioning school psychologists are properly qualified and delivering appropriate services. In addition, the state's failure to properly license school psychologists means that the State is unable to seek reimbursements from the federal Medicaid program for services provided by school psychologists in an educational setting.

There have been numerous measures introduced over the past several years with the purpose of remedying this situation, but they have not been successful. My understanding is that most of the concerns revolve around the issue of which body is the best choice to oversee this process: the Board of Psychology or the Teacher Standards Board. My view is that the Board of Psychology would be more appropriate because the practice of School Psychology draws on the same body of basic scientific knowledge and endorses an ethics code very similar to that of clinical psychology. My understanding is that the Teacher Standards Board is focused only on licensing educators and does not include board members with the relevant expertise to address consumer complaints about school psychologists.

The two professions - School Psychology and Clinical Psychology - are somewhat separate, however. All licensed psychologists in Hawai'i have earned doctoral degrees whereas School Psychologists typically have a "Specialist degree" - which is a course of study that includes more time and experience than a master's degree, but less than a doctorate. There are some individuals with doctoral degrees in school psychology who are licensed as (clinical) psychologists now in Hawaii because their graduate training programs were accredited by the American Psychological Association as providing sufficient training in health services psychology. School psychologists overall have more training in areas such as learning disabilities, educational methods, and assessment of educational achievement than is typical of clinical psychologists, and they are not as extensively trained in areas related to psychopathology and psychotherapy as clinical psychologists. Importantly, the Psychologist license authorizes independent practice outside of an institution, and the School Psychology license as proposed would not.

Some of my colleagues in the Hawaii Psychological Association (HPA) and on the state Board of Psychology (BOP), however, have voiced objections to this bill because it would place two school psychologists on the BOP, and in this way, school psychologists could be making decisions about clinical psychologists and psychology practice more broadly. There are also concerns about the use of the term "psychologist" and the potential for confusion among consumers.

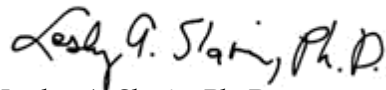
Perhaps the legislature should consider creating a small Board of School Psychology under DCCA so that their profession could regulate itself? This might be more expensive, but it would be cleaner.

Alternatively, perhaps the current bill could be amended to provide more guidance on how the School Psychologist members would contribute to the work of the BOP that could limit their role in decisions about (clinical) psychologists and would limit the other board members' role in decisions about school psychologists. In other words, there could be two separate sub-groups that would have final decision-making authority related to their respective professions.

I want to emphasize that it is very important to find some way to provide licensure to the school psychologists. Hawaii is one of the only states that does not license this group; we are failing to provide sufficient protection to consumers, and we are leaving "money on the table" that we could be collecting from the federal Medicaid program for the valuable services provided to children by our school psychologists.

Thank you for the opportunity to comment on this important legislation.

Respectfully submitted,

A handwritten signature in black ink that reads "Lesley A. Slavin, Ph.D." The signature is written in a cursive, flowing style.

Lesley A. Slavin, Ph. D.  
Hawaii Licensed Psychologist  
Kailua, HI

**SB-2281**

Submitted on: 2/15/2022 12:36:41 PM

Testimony for HTH on 2/16/2022 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Erica Williams	Individual	Support	No

Comments:

To whom it may concern,

I am writing in support of SB2281 which proposes that the Board of Psychology establishes licensure requirements for school psychologists. Hawaii is currently the only state that does not require school psychologists to have credentials. There have been previous evaluations by the legislature regarding the licensing of school psychologists but there was no language included regarding licensure. Language in the previous evaluation related to exceptions for specialty areas. Without a license requirement for school psychologists, individuals who have different but related experience can work as school psychologists. With SB2281 aligning with the National Association of School Psychologist (NASP) credential recommendations, this would ensure that services are received by qualified licensed professionals.

**SB-2281**

Submitted on: 2/15/2022 12:38:05 PM

Testimony for HTH on 2/16/2022 1:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Stephanie Swanberg	Individual	Support	No

Comments:

**February 15, 2022**

**Hawai'i State Capitol**

**415 S Beretania St.**

**Honolulu, HI 96813**

**SB2281, a bill to license School Psychologists**

**Aloha Chair Keohokalole, Vice Chair Baker, 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). 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 have observed provision of services including but not limited to assessment and consultation by unlicensed professionals. These unlicensed professionals have demonstrated poor competence in administering and interpreting academic testing results, which has created confusion and undue stress for families related to eligibility for special education services. This is ethically troubling and legally problematic. School psychologists have expertise in academic assessments and interventions. A licensing credential for school psychologists will increase appropriate adherence with IDEA and 504 laws in Hawaii because their inclusion on student-focus teams would greatly enhance the eligibility determination processes. Most importantly it will improve the educational experiences and supports provided for Hawaii youth and their families.**

**Respectfully Submitted,**

**Stephanie Swanberg**





February 15, 2022  
Hawai'i State Capitol  
415 S Beretania St.  
Honolulu, HI 96813

## SB2281, a bill to license School Psychologists

Aloha Chair Keohokalole, Vice Chair Baker, 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). 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.

Having a School Psychologist license is crucial for the state because it helps ensure that the best practices are being applied. It will also provide a sense of security for parents and guardians to know that their students are being evaluated and receiving support from qualified professionals. Additionally, parents and guardians would also have a licensing board to turn to if they were to have any ethical complaints related to malpractice.

Respectfully Submitted,  
Monica Saldana