



HEALTH LICENSING OFFICE

Kate Brown, Governor

Oregon
Health
Authority

700 Summer St NE, Suite 320
Salem, OR 97301-1287
Phone: (503)378-8667
Fax: (503)585-9114

<http://www.oregon.gov/OHA/HLO>

WHO: Health Licensing Office
Behavior Analysis Regulatory Board

WHEN: 9 a.m. May 20, 2016

WHERE: Health Licensing Office
Rhoades Conference Room
700 Summer St. NE, Suite 320
Salem, Oregon

What is the purpose of the meeting?

The purpose of the meeting is to conduct board business. A working lunch may be served for board members and designated staff in attendance. A copy of the agenda is printed with this notice. Go to <http://www.oregon.gov/OHA/HLO> for current meeting information.

May the public attend the meeting?

Members of the public and interested parties are invited to attend all board/council meetings. All audience members are asked to sign in on the attendance roster before the meeting. Public and interested parties' feedback will be heard during that part of the meeting.

May the public attend a teleconference meeting?

Members of the public and interested parties may attend a teleconference board meeting **in person** at the Health Licensing Office at 700 Summer St. NE, Suite 320, Salem, OR. All audience members are asked to sign in on the attendance roster before the meeting. Public and interested parties' feedback will be heard during that part of the meeting.

What if the board/council enters into executive session?

Prior to entering into executive session the board/council chairperson will announce the nature of and the authority for holding executive session, at which time all audience members are asked to leave the room with the exception of news media and designated staff. Executive session would be held according to ORS 192.660.

No final actions or final decisions will be made in executive session. The board/council will return to open session before taking any final action or making any final decisions.

Who do I contact if I have questions or need special accommodations?

The meeting location is accessible to persons with disabilities. A request for accommodations for persons with disabilities should be made at least 48 hours before the meeting. For questions or requests contact a board specialist at (503) 373-2049.

Items for Board Action

Approval of Agenda

Approval of Minutes



Health Licensing Office
Behavior Analysis Regulatory Board

◆ ◆ ◆
April 1, 2016

700 Summer St. NE, Suite 320
Salem, Oregon

MINUTES

MEMBERS PRESENT

Wendy Machalicek - chair
Maria Gilmour – vice chair
Brenna Legaard – joined at 9:04 a.m.
Keith Cheng – joined at 9:03 a.m.
Candice Pogge
Carol Markovics
Amy Loukus
Michele Raddish

STAFF PRESENT

Sylvie Donaldson, interim director and fiscal services and
licensing manager
Anne Thompson, policy analyst
Sarah Kelber, communications coordinator
Maria Gutierrez, board specialist

GUESTS PRESENT

Alice Austin, president of the Oregon Association for Behavior Analysis

Call to order

Chair Wendy Machalicek called the Behavior Analysis Regulatory Board to order at 9:01 a.m. on April 1, 2016. Roll was taken.

Items for board action

◆ **Approval of agenda**

Michele Raddish made a motion, with a second by Maria Gilmour, to approve the agenda. The motion passed.

◆ **Approval of minutes**

Amy Loukus made a motion, with a second by Maria Gilmour, to approve the minutes from Jan. 15, 2015. The motion passed.

Reports

◆ **Director's report**

Sylvie Donaldson, interim director and fiscal services and licensing manager, told the Board about the new roll-call voting protocol. Donaldson said that each member will be asked to voice an “aye” or “nay” during all votes. When HLO transitions to electronic minutes, the process will make clear how members vote on issues. She also told the Council about the transition to the Public Health Division (PHD) of the Oregon Health Authority (OHA), and that HLO has gotten approval to move to a new location in Salem off of Cherry Avenue, but isn't sure when the move will occur. The new location will offer a bigger waiting room, more testing space, free parking and a bigger board room. She said that as the Legislature

adds more boards and programs, HLO needs more room to accommodate its customers.

◆ Licensing and fiscal

Donaldson used graphics to show the Board the number of licenses and registrations, as well as how they break down by age and gender. As of March 17, the Board has issued authorizations to 30 behavior analysts, 2 assistant behavior analysts and 69 behavior analysis interventionists. The authorization base is mostly female and young, which Donaldson said is good for the long-term health of the profession. The Board is still more than \$13,000 in the red; the projections show the Board finishing the biennium down more than \$23,000. Donaldson said HLO's structure allows smaller boards to go into the negative and continue to survive. She said the Board is new, and because of the costs associated with starting a board, many of them start out in the red, but move into the black over time.

◆ Policy

Donaldson showed the rulemaking schedule the Board approved at the January meeting and the documentation provided by declarants. This information will be used to create licensing criteria for the "grandfathering" group.

Members debated the balance between what the statute intended with the grandfathering path and making sure licensees with the "behavior analyst" title have adequate education, certification/licensure and experience in applied behavior analysis (ABA). They broke each declarant's documentation into those areas and discussed how the statutory definition of ABA is different from the national Behavior Analysis Certification Board (BACB).

(Legaard leaves at 11 a.m.)

The group decided that declarants who may choose the grandfather path to licensure should have at least a master's degree in a board-approved field, a certification program in ABA and 1,000 hours of supervised experience.

The Board began discussing continuing education, deciding that only behavior analysts and assistant behavior analysts would need it. Members decided that 12 hours a year for a behavior analyst and 10 hours a year for an assistant behavior analyst would be appropriate.

(Loukus leaves at 12:43 p.m.)

The conversation moved to supervision, and the Board explored the notion that there will be professionals supervising interventionists over whom the BARB has no control. They explored ideas around making the record-keeping process as simple as possible for these authorization holders, including forms, sample training logs and an online video showing how processes should be done.

◆ New website

Communications Coordinator Sarah Kelber pulled up the new website and showed the Board its features and how to navigate the site.

Public/interested parties' feedback

Alice Austin told the Board that if the Board Certified Behavior Analysts (BCBAs) on the Board

lowered the standards for licensed behavior analysts below that of the national standard (the BACB), that it would be “problematic” for them, as “we have ethical responsibilities to protect the field.” She also asked the Board to consider lowering the supervision amounts for interventionists from 10 percent to 5 percent; 5 percent is the national standard, and she said the amount is tough to maintain in rural areas and insurance may not reimburse beyond the 5 percent national standard. She also said that the supervision doesn’t reflect the skill levels of interventionists. Austin said that a new interventionist may need her to be with the client for two hours prior to independent service delivery, but a more-experienced interventionist may not need that. The rules don’t allow for this flexibility.

Other board business

Donaldson said that at the May 20 meeting, the Board will continue the rulemaking discussion and choose the stakeholders they would like to have on the rules advisory committee meeting on July 28.

The meeting adjourned at 1:35 p.m.

Minutes prepared by Anne Thompson, policy analyst

Director's Report

Licensing and Fiscal Statistical Reports

Health Licensing Office Behavior Analysis Regulatory Board

Licensing Division Statistics as of May 6, 2016

2015 - 2017 Biennium

Authorizations Issued

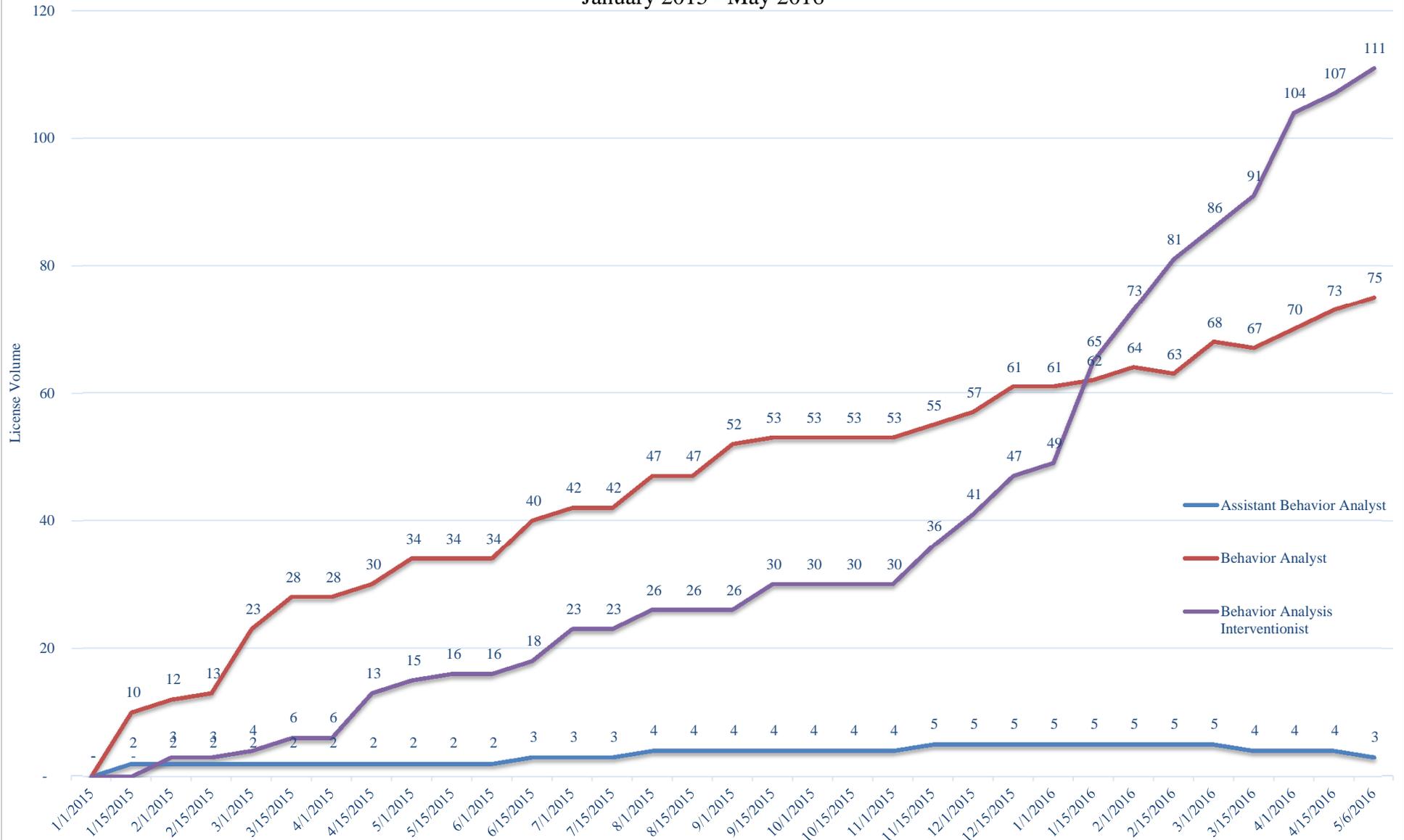
Quarter	Behavior Analyst	Assistant Behavior Analyst	Behavior Analysis Interventionist	Total
1st	11	1	7	19
2nd	8	1	20	29
3rd	12	-	55	67
4th	8	-	12	20
5th	-	-	-	-
6th	-	-	-	-
7th	-	-	-	-
8th	-	-	-	-
Total:	39	2	94	135

Renewals Processed

Quarter	Behavior Analyst	Assistant Behavior Analyst	Behavior Analysis Interventionist	Total
1st	-	-	-	-
2nd	-	-	-	-
3rd	22	2	4	28
4th	6	-	6	12
5th	-	-	-	-
6th	-	-	-	-
7th	-	-	-	-
8th	-	-	-	-
Total:	28	2	10	40

Behavior Analysis Regulatory Board

Active License Trends
January 2015 - May 2016



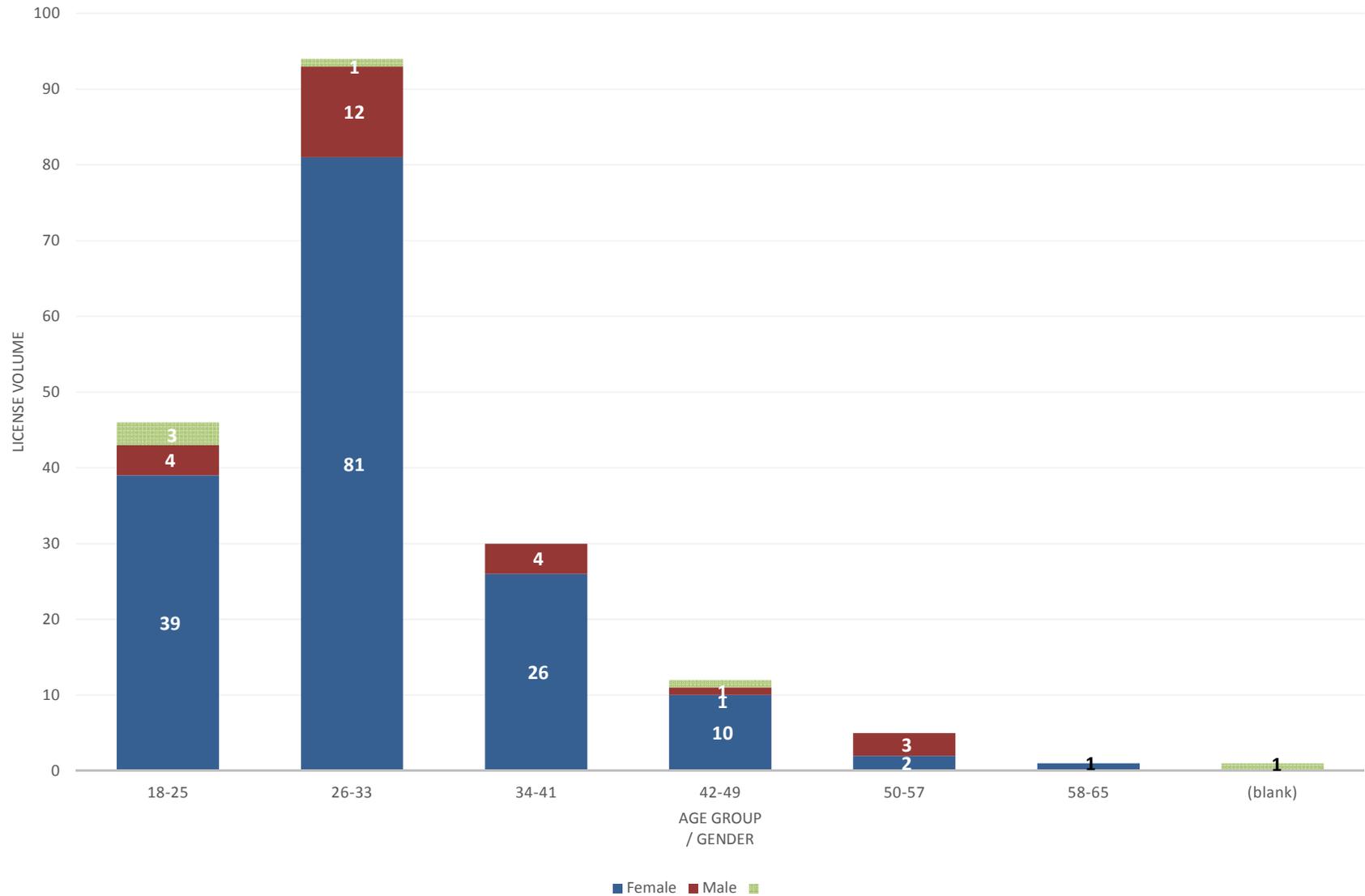
* Note that the bi-monthly updates in this report are temporary during the startup phase for the board, and will shift to the HLO-standard quarterly update in future reports.

Behavior Analysis Regulatory Board

Active Licensee Volume

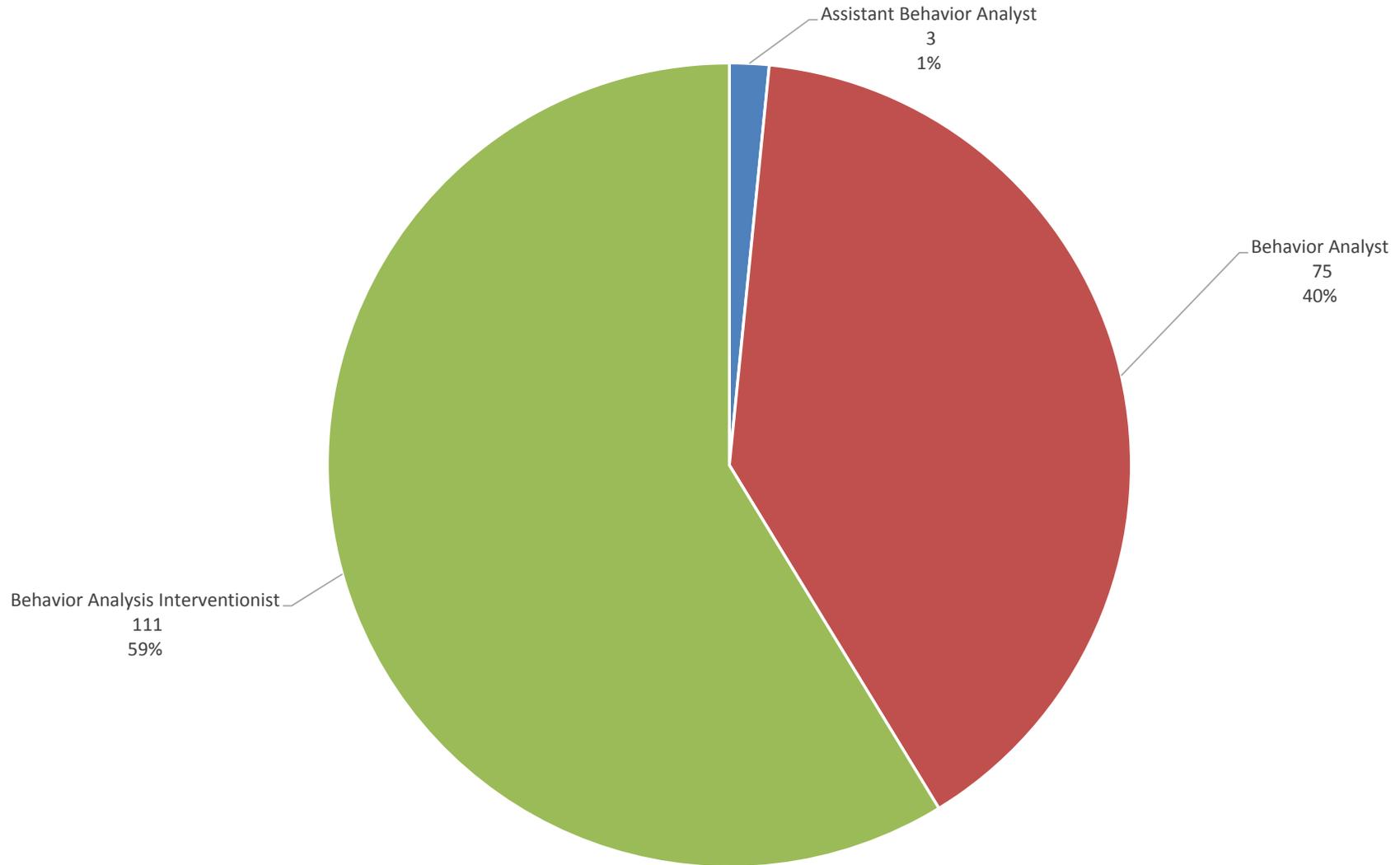
Statistics Grouped by Gender and Age Group as of May 6, 2016

2015-17 Biennium



Behavior Analysis Regulatory Board

License Volume by License Type as of May 6, 2016
2015 - 2017 Biennium



HEALTH LICENSING OFFICE Fund 3860 - BEHAVIOR ANALYSIS REGULATORY STATEMENT OF CASH FLOW FOR THE PERIOD 07/01/15 - 05/06/16	
CURRENT	
15-17' Beginning Cash Balance	\$ (20,635.00)
Revenues	\$ 28,195.00
Expenditures	\$ 21,090.02
Less: Accrued Expenditures	\$ -
Less: Total Expenditures	<u>\$ (21,090.02)</u>
Subtotal: Resources Available	\$ (13,530.02)
Change in (Current Assets)/Liabilities	\$ -
Ending Cash Balance (Actual)	\$ (13,530.02)
Indirect Charges are calculated using the following rates:	
* Based on average Licensee Volume	
Shared Assessment %	0.10%
Examination %	0.00%
Small Board Qualification %	1.13%
Inspection %	0.00%

HEALTH LICENSING OFFICE Fund 7860 - BEHAVIOR ANALYSIS REGULATORY STATEMENT OF CASH FLOW FOR THE PERIOD 07/01/15- 06/30/17	
PROJECTED	
15-17' Beginning Cash Balance	\$ (20,635.00)
Revenues	\$ 64,545.00
Expenditures	\$ 67,488.00
Less: Accrued Expenditures	\$ -
Less: Total Expenditures	<u>\$ (67,488.00)</u>
Subtotal: Resources Available	\$ (23,578.00)
Change in (Current Assets)/Liabilities	\$ -
Ending Cash Balance (Projection)	\$ (23,578.00)
Indirect Charges are calculated using the following rates:	
* Based on average Licensee Volume	
Shared Assessment %	0.10%
Examination %	0.00%
Small Board Qualification %	1.13%
Inspection %	0.00%

Policy Report



ADMINISTRATIVE RULE SCHEDULE

Health Licensing Office
Behavior Analysis Regulatory Board

Date	Action	Time
Jan. 15, 2016	Board meeting. Approve administrative rulemaking schedule	9 a.m.
April 1, 2016	Board meeting. Review declarations and discuss criteria for grandfathering. Discuss supervision, continuing education and other areas of rulemaking.	9 a.m.
May 20, 2016	Board meeting. Discuss rulemaking and the groups and professionals that will be represented on the Rules Advisory Committee (RAC).	9 a.m.
July 28 , 2016	RAC meeting	10 a.m. to 2 p.m.
Aug. 19, 2016	Board meeting. Board approves proposed rules.	9 a.m.
Sept. 15, 2016	Deadline for getting rules into October Oregon Bulletin	
Oct. 1, 2016	Notice of proposed rules in Oregon Bulletin	
Oct. 28, 2016	Last day for public comment and public rule hearing	9 to 11 a.m.
Nov. 18, 2016	Board meeting. Review and approve permanent rules	9 a.m.
Jan. 1, 2017	Effective date of permanent rule	

Comments received prior to Oct. 1, 2016, will not be considered by the Health Licensing Office or the Behavior Analysis Regulatory Board.

Send public comments or questions to:
Anne Thompson, Policy Analyst
700 Summer St. NE, Suite 320, Salem, OR 97301-1287
anne.p.thompson@state.or.us Call: (503) 373-1904

Meetings are held at the Health Licensing Office, Rhoades Conference Room, 700 Summer St., Suite 320, Salem, OR 97301, unless otherwise specified. Members of the public are invited and encouraged to attend all board and committee meetings. However, audience members will not be allowed to participate



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www.oregon.gov/oha/hlo | Email: hlo.info@state.or.us

Print Form

DECLARATION OF ACTIVE PRACTICE IN BEHAVIOR ANALYSIS

An individual who was actively practicing applied behavior analysis on Aug. 14, 2013, may continue to claim reimbursement from a health benefit plan, the Public Employees Benefit Board or the Oregon Educators Board only if the individual submits a satisfactory declaration and other required documentation to the Office not later than April 30, 2016.

1. Individual's Information

Form section for individual information including name (Meindl James N), residential address (2022 Young Ave, Memphis TN 38104), phone, birthdate, and email (james.meindl@gmail.com).

2. Curriculum Vitae

This declaration must be accompanied by a curriculum vitae that includes a description of the individual's education, professional experience, training, scholarship, publications, presentations at conferences and any other professional activities.

[X] I have included a copy of a curriculum vitae for review.

3. Declaration/Affirmation

By signing below, I declare and affirm that on August 14, 2013, I was actively practicing applied behavior analysis.

Handwritten signature of James Meindl

Handwritten date: 4/26/16

Signature

Date

4. Notary

Subscribed and sworn before me on this 26th day of April, 2016

Notary Public: Natalie Cathey

MY COMMISSION EXPIRES AUGUST 10, 2016

My Commission Expires

State of Oregon, County of Tennessee, Shelby

Notary Signature: Natalie Cathey



JAMES N. MEINDL

2022 Young Ave,
Memphis, TN 38104
717.364.4857
jnmeindl@memphis.edu

EDUCATION

Ph.D. 2011 The Ohio State University Applied Behavior Analysis and Spec Ed
M.A. 2006 Pennsylvania State University Applied Behavior Analysis
B.A. 2003 Lewis and Clark College Psychology

CERTIFICATIONS

2011 Licensure in Special Education; Moderate/Intensive Intervention Specialist
2011 Certificate of Professional Development in College Teaching
2006–Present Board Certified Behavior Analyst (# 1-06-3062)
2006–2008 Safe Crisis Management Certified Instructor

PROFESSIONAL EXPERIENCE

2011–Present Assistant Professor, The University of Memphis
2006–2008 Intensive Behavior Consultant, Lancaster-Lebanon Intermediate Unit #13,
Lancaster, PA
2006–Present Behavior Consultant, Department of Human Services Oregon, Portland, OR
2006–2008 Behavior Consultant, Help Services, Inc., Harrisburg, PA
2005–2006 Behavior Analysis Assistant, Capital Area Intermediate Unit # 15, Harrisburg,
PA
2002–2004 Senior Therapist, For the Kids Learning Center, Portland, OR
2000–2004 Senior Therapist, The Greenwood School, Portland, OR

TEACHING EXPERIENCE

SPED 7602, Autism Spectrum Disorders: Instructional Methods I
SPED 7900/8900, Advanced Practicum
SPED 7520/8520, Behaviorism Seminar
EDPR 7581/8581, Single-Subject Research and Design
SPED 7516/8516, Advanced Principles and Concepts of ABA
SPED 7518/8518, Evidence-Based Practices
SPED 7517/8517, Functional Analysis and Treatment of Problem Behavior
SPED 7514/8517, Introduction to Applied Behavior Analysis

Graduate Teaching Associate

Activities included developing and delivering class presentations and lectures; developing class assignments, quizzes, and finals; grading class material; providing assistance and feedback to students.

PAES 742, Applied Behavior Analysis for Teachers
PAES 736, Methods of Instruction I for Children with Moderate/Intensive Disabilities
PAES 737, Methods of Instruction II for Children with Moderate/Intensive Disabilities
PAES 738, Reading Instruction for Children with Disabilities and Severe Reading Deficits
PAES 722, Communication Skills for Children with Moderate to Intensive Needs
PAES 747, Transition from School to Adult Life
PAES 832, Planning and Implementing Instruction for Generalized Outcomes
PAES 769, Delivering Services to Enhance Inclusion
PAES 871, Behavioral Research Methods

BOOK CHAPTERS

Meindl, J. N. (2013). Joint attention training in children with autism. In V. B. Patel, V. R. Preedy, and C. R. Martin (Eds.), *The Comprehensive Guide to Autism*, Springer

Meindl, J. N. & Miller, N. (2013). Delayed punishment: An overview and future directions. In N. Castro (Ed.), *Psychology of Punishment: New Research*, Nova

REFEREED JOURNAL PUBLICATIONS

* = University of Memphis student

Miller, N., **Meindl, J. N.**, *Caradine, M. (2016). The effects of bin proximity and visual prompts on recycling in a university building. *Behavior and Social Issues*,

*Denton, T. F., & **Meindl, J. N.** (2015). The effect of colored overlays on reading fluency in individuals with Dyslexia. *Behavior Analysis in Practice*, 1-8

- Ivy, J. W., Neef, N. A., **Meindl, J. N.**, & Miller, N. (2015). A preliminary examination of motivation operations and reinforcer class interaction. *Behavioral Interventions*.
- Meindl, J. N.**, Ivy, J. W., Miller, N., Neef, N. A., Williamson, R. L. (2013). An examination of stimulus control in fluency-based strategies: SAFMEDS and generalization. *The Journal of Behavioral Education*
- Meindl, J. N.** (2012). Understanding preference shifts: A review and alternate explanation of within-trial contrast and state-dependent valuation. *The Behavior Analyst, 35*, 179-195.
- Meindl, J. N.** & Casey, L. G. (2012). Increasing the suppressive effect of delayed punishers: A review of basic and applied literature. *Behavioral Interventions, 27*, 129-150.
- Casey, L. G., Zanskas, S., **Meindl, J. N.**, Cogdal, P., Parra, G. R., & Powell, K. (2012). Parental symptoms of posttraumatic stress following a child's diagnosis of autism spectrum disorder: A pilot study. *Research in Autism Spectrum Disorders, 6*, 1186-1193.
- Casey, L. B., **Meindl, J. N.**, *Frame, K., *Elswick, S., Hayes, J., & Wyatt, J. (2012). Current trends in education: How single-subject research can help teachers keep up with the zeitgeist. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 85*, 109-116.
- Meindl, J. N.** & Cannella-Malone, H. I. (2011). Initiating and responding to joint attention in children with autism: A review of the literature. *Research in Developmental Disabilities, 35*, 1441-1454
- Perrin, C. J., Miller, N., Haberlin, A. T., Ivy, J. W., **Meindl, J. N.**, & Neef, N. A. (2011). Measuring and reducing college students' procrastination of studying. *Journal of Applied Behavior Analysis, 44*, 463-474.
- Foxx, R. M., & **Meindl, J.** (2007). The long-term successful treatment of the aggressive/destructive behaviors of a pre-adolescent with autism. *Behavioral Interventions: Special Issue: The Treatment and Assessment of the Severe Behavior of Individuals with AU and Developmental Disabilities, 22*, 83-97.

NON-REFEREED JOURNAL PUBLICATIONS

- Foxx, R. M., **Meindl, J. N.**, Garito, J. S., & Ivy, J. W. (2008). The state of the art: The treatment of aggressive/destructive behavior since the 1989 NIH consensus conference. *Psychology in Intellectual and Developmental Disabilities, 33*, 4-6.

REFEREED PRESENTATIONS

* = University of Memphis student

- McCord, B. E., Ringdahl, J. E., **Meindl, J. N.**, & *Wallace, L. (2015). Further examination of rapid schedule thinning and response competition following functional communication training. Presentation at the Conference of the Tennessee Association for Behavior Analysis 18th Annual Conference, Nashville, TN.
- *Wallace, L., *Coppage, S., & **Meindl, J. N.** (2015). Using video to bridge the gap between behaviors and delayed consequences. Presentation at the Conference of the Tennessee Association for Behavior Analysis 18th Annual Conference, Nashville, TN.
- *Overley, E., Miller, M., & **Meindl, J. N.** (2015). Using a gestural cue plus blocking to decrease finger sucking behavior. Poster presented at the Tennessee Association for Behavior Analysis 18th Annual Conference, Nashville, TN.
- *Miller-Benson, M. & **Meindl, J. N.** (2015). Just DO it. Presentation at the Martin Institute Annual Conference.
- Meindl, J. N.** & *Coppage, S. (2015). Using video to bridge the gap between behaviors and delayed consequences. Poster presented at the meeting of the Council for Exceptional Children; Council for Children with Behavioral Disorders International Conference, Atlanta, GA.
- Meindl, J. N.**, Miller, N., & Casey, L. B. (2015). Effects of rules on delayed punishers: Altering contingent and contiguous responses. Paper presented at the meeting of the Association for Behavior Analysis International 41st Annual International Convention, Kyoto, Japan.
- Ivy, J. W., **Meindl, J. N.**, *Overley, E., & Robson, K. (2015). Token economies: An empirical review of applied practice. Paper presented at the meeting of the Association for Behavior Analysis International 41st Annual Convention, San Antonio, TX.
- Meindl, J. N.**, Miller, N., & Ivy, J. W. (2015). On the formal versus functional categorization of verbal operants: Examining Skinner's conceptualization of verbal behavior. Paper presented at the meeting of the Association for Behavior Analysis International 41st Annual Convention, San Antonio, TX.
- Miller, N. & **Meindl, J. N.** (2015). Supervision Issues in Tennessee. Presentation at the meeting of the West Tennessee Association for Behavior Analysis, Arlington, TN.
- Meindl, J. N.**, Miller, N., & Ivy, J. (2014). Form versus function in categorizing verbal operants: Examining Skinner's conceptualization of verbal behavior. Presentation at the Conference of the Tennessee Association for Behavior Analysis 17th Annual Conference, Nashville, TN.
- Juarez, A. P., Fox, J., Lambert, J., Little, A., & **Meindl, J. N.** (2014). A debate: Defining, considering, and implementing punishment-based procedures. Presentation at the Conference of the Tennessee Association for Behavior Analysis 17th Annual Conference, Nashville, TN.

- *Denton, T. F. & **Meindl, J. N.** (2014). Temporal discounting: Using a shifting delay procedure to teach delay-to-reinforcement. Presentation at the Conference of the Tennessee Association for Behavior Analysis 17th Annual Conference, Nashville, TN.
- Miller, N., **Meindl, J. N.**, & *Smith, B. (2014). BACB Supervisor Training Curriculum I. Presentation to the West Tennessee Association for Behavior Analysis, Arlington, TN.
- Miller, N., **Meindl, J. N.**, & *Smith, B. (2014). BACB Supervisor Training Curriculum II. Presentation to the West Tennessee Association for Behavior Analysis, Arlington, TN.
- Meindl, J. N.** (2014). Understanding preference shifts: A review and alternate explanation of within-trial contrast and state-dependent valuation. Paper presented at the meeting of the Association for Behavior Analysis International 40th Annual Convention, Chicago, IL.
- *Denton, T. F. & **Meindl, J. N.** (2014). The effect of colored overlay versus no overlay on reading fluency in individuals with dyslexia. Poster presented at the meeting of the Association for Behavior Analysis International 40th Annual Convention, Chicago, IL.
- *Coppage, S. & **Meindl, J. N.** (2014). Using video to bridge the gap between behavior and delayed consequences. Poster presented at the meeting of the Association for Behavior Analysis International 40th Annual Convention, Chicago, IL.
- Miller, N., **Meindl, J. N.**, & *Caradine, M. H. (2014). The effects of bin proximity and visual prompts on recycling in university classrooms. Poster presented at the meeting of the Association for Behavior Analysis International 40th Annual Convention, Chicago, IL.
- Meindl, J. N.** (2013). Increasing the suppressive effect of delayed-punishers: Five strategies from applied and basic research. Presentation at the meeting of the West Tennessee Association for Behavior Analysis, Arlington, TN.
- Meindl, J. N.**, *Denton, T. F., & *Brady, L. (2013). Assessing controversial treatments in a behavioral world. Presentation at the Conference of the Tennessee Association for Behavior Analysis 16th Annual Conference, Nashville, TN.
- Meindl, J. N.** (2013). Joint attention in autism: An overview and critique. Presentation at the Conference of the Tennessee Association for Behavior Analysis 16th Annual Conference, Nashville, TN.
- Meindl, J. N.** (2013). Back to the basics: Motivating operations. Presentation at the Conference of the Tennessee Association for Behavior Analysis 16th Annual Conference, Nashville, TN.
- Meindl, J. N.** & Casey, L. B. (2013). Increasing the suppressive effect of delayed punishers. Paper presented at the meeting of the Association for Behavior Analysis International 39th Annual Convention, Minneapolis, MN.

- *Freeze, T. D., **Meindl, J. N.**, *White, C., *Brady, L. (2013). The effects of an unknown versus known therapist on behavior. Poster presented at the meeting of the Association for Behavior Analysis International 39th Annual Convention, Minneapolis, MN.
- Meindl, J. N.**, Miller, N., Ivy, J. W., & Neef, N. (2012). Promoting generalized responding within a flashcard instructional strategy. Presentation at the Conference of the Tennessee Association for Behavior Analysis 15th Annual Conference, Nashville, TN.
- *Freeze, T., & **Meindl, J. N.** (2012). The effects of an unknown vs. known therapist on behavior. Poster presented at the Conference of the Tennessee Association for Behavior Analysis 15th Annual Conference, Nashville, TN.
- Casey, L. B., **Meindl, J. N.**, & Miller, N. (2012). Current trends in autism: Working with individuals and families. Presentation at the Conference of the Tennessee chapter of the National Association for the Dually Diagnosed (TN-NADD), Arlington, MS.
- Meindl, J. N.** & *Freeze, T. (2012). Topics in autism: Joint attention and functional analyses. Presentation conducted at the meeting of the 2nd Annual MidSouth Autism Conference, Southaven, MS.
- *Freeze, T., **Meindl, J. N.**, White, C., & Brady, L. (2012). The effects of an unknown vs. known therapist on behavior. Presentation conducted at the meeting of the West Tennessee Association for Behavior Analysis, Arlington, TN.
- Miller, N., **Meindl, J. N.**, Ivy, J. W., Garner, J., & Neef, N. A. (2012). Teaching behavioral concepts to college students: A comparison of flashcards containing examples versus definitions. Symposium conducted at the meeting of the Association for Behavior Analysis International 38th Annual Convention, Seattle, WA.
- Meindl, J. N.** & Casey, L. B. (2012). Within-trial contrast: Conditioning effects on preceding and subsequent stimuli. Poster presented at the meeting of the Association for Behavior Analysis International 38th Annual Convention, Seattle, WA.
- *Frame, K. N. Casey, L. B., & **Meindl, J. N.** (2012). Teaching by the numbers: How to use data in the classroom. Poster presented at the meeting of the Association for Behavior Analysis International 38th Annual Convention, Seattle, WA.
- Casey, L. B., **Meindl, J. N.**, & Smith, C. (2012). Parental symptoms of posttraumatic stress following a child's diagnosis of autism spectrum disorder: Prevalence and practical implications. Poster presented at the meeting of the Association for Behavior Analysis International 38th Annual Convention, Seattle, WA.
- *Justice, W. V., Casey, L. B., **Meindl, J. N.**, & McKessy, W. (2012). Investigating sensory-oriented theories of the effects of environmental discriminative stimuli on people with autism. Poster presented at the meeting of the Association for Behavior Analysis International 38th Annual Convention, Seattle, WA.

- Ivy, J. W., Neef, N. A., **Meindl, J. N.**, & Miller, N. (2012). A preliminary examination of motivating operation and reinforcer class interaction. Poster presented at the meeting of the Association for Behavior Analysis International 38th Annual Convention, Seattle, WA.
- Meindl, J. N.** & Casey, L. B. (2011). Within-trial contrast: Conditioning effects on preceding and subsequent stimuli. Poster presented at the Tennessee Association for Behavior Analysis Annual Conference, Nashville, TN.
- Foxx, R. M., Heward, W. L., & Neef, N. A. (2011). Professional development series: Understanding the publication process. In **J. N. Meindl** (chair). Panel discussion at the meeting of the Association for Behavior Analysis International 37th Annual Convention, Denver, CO.
- Meindl, J. N.**, Ivy, J. W., Miller, N., & Neef, N. A. (2011). Promoting generalized responding when using SAFMEDS as an instructional tool. In J. W. Ivy (chair) *Behavioral research in the college classroom: An examination of active student responding techniques*. Symposium conducted at the meeting of the Association for Behavior Analysis International 37th Annual Convention, Denver, CO.
- Perrin, C. J., Haberlin, A. T., **Meindl, J. N.**, Ivy, J. W., Miller, N., Graham, K. J., & Neef, N. A. (2011). Measuring and reducing undergraduate student's procrastination of studying. Symposium conducted at the meeting of the Association for Behavior Analysis International 37th Annual Convention, Denver, CO.
- Miller, N., **Meindl, J. N.**, Ivy, J., & Neef, N. (2010). Promoting generalized responding through multiple exemplars when using SAFMEDS as an instructional tool. Poster presented at the meeting of the Ohio Association for Behavior Analysis Conference, Columbus, OH.
- Perrin, C. J., Ivy, J., **Meindl, J. N.**, Haberlin, A. T., Neef, N. A., & Miller, N. (2010). Supporting student learning: Recent research in college instruction. In **J. N. Meindl** (chair), *Measuring and reducing college students' procrastination of studying*. Symposium conducted at the meeting of the Association for Behavior Analysis International 36th Annual Convention, San Antonio, TX.
- Bailey, L. R., & **Meindl, J. N.** (2009). Construction and implementation of a time-out area in a public school setting. Poster presented at the meeting of the Association for Behavior Analysis International 35th Annual Convention, Phoenix, AZ.
- Meindl, J. N.** & Bailey, L. R. (2008). Aggression and self-injury: Snapshots of a successful intervention. Poster presented at the meeting of the Association for Behavior Analysis International 34th Annual Convention, Chicago, IL.
- Foxx, R. M., **Meindl, J. N.**, Ivy, J. W., & Garito, J. (2007). In R. M. Foxx (Chair), The development of a behavioral treatment team within a large special educational organization: Lessons learned. Panel discussion conducted at the meeting of the

Association for Behavior Analysis International 33th Annual Convention, San Diego, CA.

Foxx, R. M., & **Meindl, J. N.** (2007). The treatment of severe aggression in an adolescent with autism. Poster presented at the meeting of the Association for Behavior Analysis International 33th Annual Convention, San Diego, CA.

Foxx, R. M., Garito, J., Ivy, J. W., & **Meindl, J. N.** (2006). In R. M. Foxx (Chair), The treatment of aggressive/destructive behavior: The state of the art. Panel Discussion conducted at the meeting of the Association for Behavior Analysis International 32nd Annual Convention, Atlanta, GA.

Foxx, R. M., & **Meindl, J. N.** (2006). Treating severe aggression in an adolescent with autism. Poster presented at the meeting of the Pennsylvania Association for Behavior Analysis Annual Convention, Hershey, PA.

Foxx, R. M., Garito, J., **Meindl, J. N.**, & Ivy, J. W. (2006). Treating severe behavior problems. Presentation at the Pennsylvania Association for Behavior Analysis Annual Convention, Hershey, PA.

WORKSHOPS

Meindl, J. N. (2015). Motivating Operations: The Basics on Influencing Consequence Effectiveness. Invited presentation to the Association for Behaviour Analysis Australia.

Meindl, J. N. (2015). Using Single-Subject Research in Applied Behavior Analysis. Invited presentation to University of Memphis Audiology PhD Colloquium.

Meindl, J. N. (2014). On increasing the effectiveness of delayed punishers. Presentation during at the Heartland Association for Behavior Analysis monthly speaker series.

Meindl, J. N. (2013). Strategies to increase the suppressive effect of delayed punishers. Presented at the University of Memphis Child and Family Colloquium hosted by the Psychology Department.

Meindl, J. N. (2012). Using token economies to effectively manage classroom behavior. Presentation during Inservice at Concord Academy, Memphis, TN.

Meindl, J. N. (2012). The basics of behavior analysis. Presentation to staff members at the Exceptional Foundation of West Tennessee, Memphis, TN.

Meindl, J. N., Ivy, J. W., & Garito, J. (2007). Using applied behavior analysis in multiple disabilities and life skills classrooms. Act 80 presentation to Teachers and Educational Professionals at the Lancaster-Lebanon Intermediate Unit # 13, Lancaster, PA.

Meindl, J. N., Ivy, J. W., & Garito, J. (2007). The measurement of behavior: Documenting change. Act 80 presentation to School Psychologists and Special Education Consultants at the Lancaster-Lebanon Intermediate Unit # 13, Lancaster, PA.

Meindl, J. N. (2004). Introductory workshop on applied behavior analysis. Workshop Presented for Families for Effective Autism Treatment, Eugene, OR.

Meindl, J. N. (2004). Introductory workshop on verbal behavior. Workshop Presented for Families for Effective Autism Treatment, Hillsboro, OR.

Meindl, J. N. (2003). Introductory workshop on applied behavior analysis. Workshop Presented for Families for Effective Autism Treatment, Portland, OR.

Meindl, J. N. (2003). Introductory workshop on verbal behavior. Workshop Presented for Families for Effective Autism Treatment, Hillsboro, OR.

GUEST LECTURES

Neef, N. A. & Meindl, J. N. (2011). Contributing to a behavior analysis of teaching while teaching behavior analysis. Presentation to the Behavior Analysis Student and Alumni Association, The University of North Texas, Denton, TX.

Meindl, J. N. (2010). Preparing for the general examination. Guest Lecturer for Graduate Studies Committee, The Ohio State University, Columbus, OH.

Meindl, J. N. & Ivy, J. W. (2010). Stimulus equivalence 101. Guest Lecturer to Graduate level students, The Ohio State University, Columbus, OH.

Meindl, J. N. (2010). Teaching strategies for students with emotional disorders, behavioral disorders, and/or ADHD: Effective classroom management. Guest Lecturer to Graduate and Undergraduate level students, The Ohio State University, Columbus, OH.

Meindl, J. N. & Ivy, J. W. (2009). Adults with reading deficits. Guest Lecturer to Undergraduate level students, The Ohio State University, Columbus, OH.

Meindl, J. N. (2009). Augmentative and alternative communication. Guest Lecturer to Undergraduate level students, The Ohio State University, Columbus, OH.

Meindl, J. N. (2007). Treating a highly aggressive child with multiple disabilities. Guest Lecturer for Graduate level Behavior Modification Class, Pennsylvania State University, Harrisburg, PA.

Meindl, J. N. (2007). Implementing a behavioral approach within a non-behavioral setting. Guest Lecturer for Graduate level Behavior Management Class, Pennsylvania State University, Harrisburg, PA.

Meindl, J. N. (2006). The treatment of aggressive behavior. Guest lecturer for Graduate level Behavior Modification Class, Pennsylvania State University, Harrisburg, PA.

EDITORIAL SERVICE

2015	<i>Journal of Autism and Developmental Disorders</i>
2015	<i>Education and Treatment of Children</i>
2015	<i>European Journal of Social Psychology</i>
2014	<i>Research in Developmental Disabilities</i>
2013	<i>Journal of Applied Behavior Analysis</i>
2013	<i>Journal of Online Learning and Teaching</i>
2012	<i>Journal of Autism and Developmental Disorders</i>
2012	<i>Journal of Autism and Developmental Disorders</i>
2012	<i>Journal of Autism and Developmental Disorders</i>
2012	<i>Research in Developmental Disabilities</i>
2012	<i>Behavioral Interventions</i>
2012	<i>Behavioral Interventions</i>
2012	<i>Journal of Applied Behavior Analysis</i>
2011	<i>Journal of Applied Behavior Analysis</i>
2010	<i>School Psychology Review</i>
2010	<i>Behavioral Interventions</i>
2009	<i>Journal of Behavioral Education</i>
2008	<i>School Psychology Review</i>
2008	<i>Journal of Applied Behavior Analysis</i>

SERVICE

2015	Co-Chair – Professional Standards Committee; Tennessee Association for Behavior Analysis
2015	Faculty Advisor – University of Memphis Association for Behavior Analysis
2015	Chair and Founder – Committee on Student Association Development
2015-Present	Tennessee Ethics Collaborative – Helped develop a collaborative between U of M, Vanderbilt, East Tennessee State University, and Lipscomb University. The collaborative hosts quarterly meetings involving students and faculty from all universities
2015	Expert Witness Consultant for Davenport, Evans, Hurwitz & Smith, L.L.P.
2015	Special Education Student Research Travel Grant Committee Member
2015	Grant Reviewer for the U.S. Department of Education, Office of Special Education Programs (OSEP)
2015	SPED Instructor Search Committee Member

- 2015 Poster Judge for University of Memphis Student Research Forum
- 2015 Poster Discussant for Association for Behavior Analysis International, San Antonio, TX
- 2014-Present Project “Resource Tennessee” – A statewide initiative to improve services for individuals with developmental and intellectual disabilities
- 2013-Present Autism Center – Developed budget, organizational structure, data collection methods, and service approach for the U of M Autism Center
- 2013-Present Department of Intellectual and Developmental Disabilities
Behavior Services Advisory Committee Member
- 2013-Present Le Bonheur/ U of M Autism Workshop
- 2013 Developed and implemented program to increase on-campus recycling
- 2013–2014 U of M Sustainability Committee Member
- 2012 ABAI Accreditation Committee Site Visitor
- 2012 SPED Instructor Search Committee Member
- 2012–Present ICL Representative on the Dean’s Research Travel Committee
- 2011–Present ICL Graduate Committee Member
- 2011–2012 SPED Assistant Professor Search Committee Member
- 2011–2012 Autism Society for the Mid-South
Board Member
- 2011-2012 MidSouth Autism Society
- 2010–2011 Association for Behavior Analysis International
Student Program Representative—Assist in the coordination of award events during the Association for Behavior Analysis International annual convention
- 2009–2010 Higher Education Consortium for Special Education
Student Representative—Attended winter summit in Washington D.C. and met with members of Congress regarding Special Education funding and the reauthorization of the Elementary and Secondary Education Act
- 2009–2010 The Ohio State University Adult Reading Initiative

One of three primary developers of an adult reading program designed to improve the reading abilities of local adults with Mental Retardation

- 2009–2011 Buckeye Behavior Analysis Services
Team Member—Collaborated with teachers and administrators in Columbus Public Schools to assist students in Special Education at risk of failure due to academic or behavior problems
- 2007–2009 Pennsylvania Association for Behavior Analysis
Executive Council Member at Large—Represent the interests of PennABA
- 2007–2009 Abraxas Academy Behavioral Management Committee
Committee Member reviewing and guiding behavioral practices within a large secure treatment facility for juveniles
- 2005-2007 Pennsylvania Association for Behavior Analysis
Executive Council Student Representative—Assist in coordinating and running activities during the Pennsylvania Association for Behavioral Analysis annual convention
- 2005-2006 The National Honor Society in Psychology—Psi Chi
Vice President, Pennsylvania State University, Harrisburg, Chapter—Plan and attend regular meetings, organize events, represent Psi Chi to student body

OUTREACH

- 2015 Behavior Analysis Association of Mississippi – Founding Member
- 2015 Clinical outreach to MidSouth HealthNET providing services to individuals with mental illness
- 2012 – 2013 Clinical outreach working with families of children with autism and schools serving those children

GRANT EXPERIENCE

- James N. Meindl (PI) (2013). *Faculty Research Grant in Social Sciences, Business & Law*. The University of Memphis, Memphis, TN. (\$4,000)
- Assisted N. Neef and R. Gardner (PIs) with development of proposal, *Preparation of Leadership Personnel (CFDA 84.325)*. U. S. Department of Education, Office of Special Education & Rehabilitative Services, Washington, D. C. (2010–2016, \$1,200,000)
- Assisted N. Neef (PI) with development of proposal, *Buckeye Behavior Analysis Services*. Columbus City Schools, Columbus, OH. (2009–2010, \$23,000)

AWARDS

- 2015 ICL Honorable Mention – Service to Applied Behavior Analysis Program
- 2013 ICL Excellence in Research Award
- 2012 Tennessee Board of Regents Research Academy Fellowship
- 2011 Edward J. Ray Travel Award
- 2010 Thomas and Evelyn Stephens Scholarship
- 2009 McNeil-Siegrist Scholarship
- 2008–2011 Trainee fellowship. Leadership training in the integration of research, personnel preparation, and practice in urban special education
- 2002 Families for Effective Autism Treatment Scholarship



HEALTH LICENSING OFFICE
Behavior Analysis Regulatory Board

700 Summer St. NE, Suite 320, Salem, OR, 97301
Phone: 503-378-8667 | Fax: 503-370-9004
www.oregon.gov/oha/hlo | Email: hlo.info@state.or.us

APR 25 2016

Print Form

DECLARATION OF ACTIVE PRACTICE IN BEHAVIOR ANALYSIS

An individual who was actively practicing applied behavior analysis on Aug. 14, 2013, may continue to claim reimbursement from a health benefit plan, the Public Employees Benefit Board or the Oregon Educators Board only if the individual submits a satisfactory declaration and other required documentation to the Office not later than April 30, 2016.

1. Individual's Information

NAME: LAST Hamman	FIRST James	MIDDLE INITIAL L
RESIDENTIAL PHYSICAL ADDRESS (REQUIRED) 3393 Sly Park Rd.		
CITY Pollock Pines	STATE CA	ZIP 95726
MAILING ADDRESS (IF DIFFERENT FROM RESIDENTIAL ADDRESS)		
CITY	STATE	ZIP
PHONE: <input checked="" type="checkbox"/> HOME <input type="checkbox"/> CELL 530-644-4640	BIRTHDATE 05/25/1960	EMAIL jimhamman@comcast.net

2. Curriculum Vitae

This declaration must be accompanied by a curriculum vitae that includes a description of the individual's education, professional experience, training, scholarship, publications, presentations at conferences and any other professional activities.

I have included a copy of a curriculum vitae for review.

3. Declaration/Affirmation

By signing below, I declare and affirm that on August 14, 2013, I was actively practicing applied behavior analysis.

<i>James L Hamman</i>	4-22-2016
Signature	Date

4. Notary

Subscribed and sworn before me on this _____ day of _____, 20____

Notary Public _____

My Commission Expires _____

State of Oregon, County of _____

Notary Signature _____

Notary

Seal

SEE ATTACHED

JURAT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California

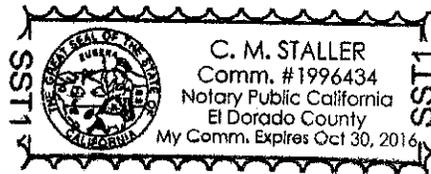
County of El Dorado

Subscribed and sworn to (or affirmed) before me on this 22 day of April,
2016 by James L. Hamman

proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.



Signature (Seal)



OPTIONAL INFORMATION

DESCRIPTION OF THE ATTACHED DOCUMENT

Health Licensing - Oregon Health
(Title or description of attached document)

Dec of Active Practice
(Title or description of attached document continued)

Number of Pages 1 Document Date 22 April 2016 completed.

Re James L Hamman
Additional Information

INSTRUCTIONS

The wording of all Jurats completed in California after January 1, 2015 must be in the form as set forth within this Jurat. There are no exceptions. If a Jurat to be completed does not follow this form, the notary must correct the verbiage by using a jurat stamp containing the correct wording or attaching a separate jurat form such as this one with does contain the proper wording. In addition, the notary must require an oath or affirmation from the document signer regarding the truthfulness of the contents of the document. The document must be signed AFTER the oath or affirmation. If the document was previously signed, it must be re-signed in front of the notary public during the jurat process.

- State and county information must be the state and county where the document signer(s) personally appeared before the notary public.
- Date of notarization must be the date the signer(s) personally appeared which must also be the same date the jurat process is completed.
- Print the name(s) of the document signer(s) who personally appear at the time of notarization.
- Signature of the notary public must match the signature on file with the office of the county clerk.
- The notary seal impression must be clear and photographically reproducible. Impression must not cover text or lines. If seal impression smudges, re-seal if a sufficient area permits, otherwise complete a different jurat form.
 - ❖ Additional information is not required but could help to ensure this jurat is not misused or attached to a different document.
 - ❖ Indicate title or type of attached document, number of pages and date.
- Securely attach this document to the signed document with a staple.

Curriculum Vitae

James L. Hamman, M.A., BCBA

3393 Sly Park Road, Pollock Pines, CA 95726
(530) 644-4640 • jhamman@capellauniversity.edu

EDUCATION

Capella University, Minneapolis, Minnesota, 2011-2016
Major: Counseling; Advanced Studies in Human Behavior
Degree: PhD
Expected Date of Graduation: December 2016

California State University, Sacramento, 1997-2001
Major: Psychology, Behavior Analysis
Degree: MA
Date of Graduation: August 2001
Thesis Title: Behavior therapy induced contrast effects with children.

California State University, Sacramento, 1995-1997
Major: Psychology, Behavior Analysis
Degree: BA, Cum Laude
Date of Graduation: May 1997

Solano Community College, 1993-1994
Major: Psychology
Degree: AA, with honors
Date of Graduation: August 1994

Community College of the Air Force, 1980 -1986
Major: Electronic engineering

DISSERTATION

Effects of refresher video training on generalization and maintenance following behavior skills training.

Director: Dr. William Utesch

Readers: Dr. Kyle Killian and Dr. Jamison Law

Effects of refresher video training investigates the efficacy of a novel form of video-based modeling in promoting generalization and maintenance of behavior-change skills among those receiving behavioral skills training in a classroom setting. The approach involves sending short video clips of correctly role-played behavior-change procedures on a weekly schedule to participants as attachments to email messages. This enables recipients to view the training clips at their leisure, and to do so repeatedly as a means of maintaining the behavior-change skills they learned in the classroom setting.

By viewing the clips in multiple applied settings, such skills may generalize across settings. The use of widely available communications technology to achieve improved maintenance and generalization results in better training outcomes at significantly reduced costs, and with high consumer appeal.

TEACHING INTERESTS

Ethical and professional conduct of Behavior Analysts
Concepts and principles of Behavior Analysis
Principles of operant conditioning
Methods of behavior measurement and data analysis
Conducting functional and descriptive analyses
Elements of behavior change & behavior-change procedures
Considerations for behavioral interventions
Supervision of behavior interventionists
Factors influencing behavioral treatment fidelity
Tenets and methods of behavior analytic research
Single-subject experimental design

HONORS AND AWARDS

First place, statewide CSU student research competition	1997
Induction into Phi Kappa Phi national scholastic honor society	1997
Induction into the Golden Key national scholastic honor society	1996
First place, student research competition, CSUS Department of Psychology	1995
Induction into Psi Chi national honor society in psychology	1994

PROFESSIONAL EXPERIENCE

BEHAVIOR ANALYST

1999 - Present

Private Practice

Pollock Pines, CA

Duties: Collaborate with representatives from various public and private agencies, and professionals from other fields in providing positive behavior management services to clients with developmental or dual diagnoses between the ages of two and seventy years. Conduct functional and descriptive analyses in a wide range of applied settings. Develop individualized positive behavioral intervention plans for implementation by parents, other caregivers, professional staff, and educators that decrease problem behavior while increasing functionally-related skills. Provide classroom-based education and training in basic principles of operant conditioning and behavior-change procedures to implementers of behavioral plans, their supervisors, and agency administrators using a self-developed training curriculum. Provide in-situ coaching and performance feedback to implementers. Evaluate collected behavioral data, and make appropriate adjustments to behavioral treatment plans. Prepare progress reports for stakeholders at all levels. Provide consultation to families, support teams, and agency representatives supporting individuals with developmental or intellectual disabilities.

BEHAVIOR ANALYST

1997 - 1999

FamiliesFirst, Inc.

Sacramento, CA

Duties: Provide supervision and training to interns and Assistant Behavior Analysts on the behavioral services team. Collaborate with in-house service coordinators and professionals from related fields in the delivery of wrap-around services to at-risk foster youth. Collaborate with representatives from various public agencies and professionals in providing positive behavior management services to clients with developmental diagnoses between the ages of five and thirty years. Conduct functional and descriptive analyses in a wide range of applied settings. Develop individualized positive behavioral intervention plans for implementation by biological parents, professional foster parents, respite providers, and educators that decrease problem behavior while increasing functionally-related skills. Provide classroom-based education and training in basic principles of operant conditioning and behavior-change procedures to implementers of behavioral plans and their supervisors using an agency-developed training curriculum. Provide in-situ coaching and performance feedback to implementers. Evaluate collected behavioral data, and make appropriate adjustments to behavioral treatment plans. Prepare progress reports for stakeholders at all levels.

RESEARCH ASSISTANT

1995 - 1997

California State University, Sacramento

Sacramento, CA

Duties: Provide assistance to Dr. Helene Burgess, a behavioral psychologist, investigating the remediation of memory loss in individuals with acquired brain injury. Conduct extensive literature review on acquired brain injury and memory loss among individuals in this population. Participate in the development of a research grant. Develop an experimental behavior therapy plan and implemented the plan with an adult male with acquired brain injury. Prepare poster for presentation at the annual California Association for Behavior Analysis (CalABA) conference and present poster to attendees.

RESEARCH ASSISTANT

1995 - 1997

California State University, Sacramento

Sacramento, CA

Duties: Provide assistance to Dr. Arnold Golub, a neuroscientist and Department of Psychology Chairman investigating the involvement of the cerebellum in memory and learning using Functional Magnetic Resonance Imaging (fMRI) with human participants. Conduct extensive literature review on perceptual learning. Develop experimental paradigm and process using *Psycscope* software, and analyze collected data using Sun UltraSparc workstation running *Solaris* OS with *Stimulate* for fMRI data analysis. Prepare graphic images of compiled data and present study results to participants and judges at the 1997 CSU statewide student research competition.

EXTRACURRICULAR AND VOLUNTEER EXPERIENCE

Capella University peer mentor	2014
Co-developer of CSU, Sacramento Applied Behavior Analysis web site	1998
Co-developer of CSU, Sacramento Applied Behavior Analysis internship program	1998

INTERESTS

Nature photography, prehistoric art, philosophy, travel, and foreign culture.

PROFESSIONAL AFFILIATIONS

California Association of Behavior Analysis, full member	1997 - present
Oregon Association for Behavior Analysis, full member	2016

PROFESSIONAL PRESENTATIONS**Poster Presentations:**

Hamman, J., Coldiron, J., O'Dell, T., Ortiz, N., Breckenridge, B., & Avina, D. (2001). Behavior therapy induced contrast effects with children. Presented at CalABA Conference, Burlingame, CA, 2001.

Burgess, H., **Hamman, J.**, Devlin, D., & Damme, A. (1997). Practice makes perfect: The effects of errorless learning on the remediation of memory loss among persons with traumatic brain injury. Presented at CalABA Conference, San Francisco, CA, 1997.

RELATED COURSE WORK

Advanced Issues in Addictive Behavior, 2014
 Advanced Study in Research Methods, 2013
 Advanced Qualitative Research Methods, 2013
 Quantitative Research Methods in Human Services, 2013
 Interdisciplinary Leadership in the Social and Behavioral Sciences, 2013
 Advanced Program Design, 2013
 Advanced Program Evaluation, 2012
 Advanced Ethical Leadership in the Study of Human Behavior, 2012
 Advanced Child and Adolescent Study, 2012
 Foundations of Social Science Research, 2012
 Advanced Issues in Eating Disturbances, 2012
 Epistemology of Practice Knowledge, 2011
 Advanced Contemporary Issues in the Study of Human Behavior, 2011
 Advanced Research in Adult Human Development and Behavior, 2011
 Experimental Design I, 1999
 Applied Child Psychology, 1999
 Experimental Analysis of Behavior, 1999

Contributions of B. F. Skinner, 1998
Foundations of Psychological Research II, 1997
Professional Issues in Psychology, 1997
Fieldwork Teaching Psychology, 1996
Fieldwork in Applied Behavior Analysis, 1996
Foundations of Psychological Research I, 1996
Learning Theories, 1995
Abnormal psychology, 1995
Principles of Behavior Analysis, 1995
Physiological Psychology, 1994
Psychological Demonstrations, 1994
Introduction to Biological Behavior, 1993
Introduction to individual and Social Psychology, 1993

ADDITIONAL QUALIFICATIONS

Expert with Microsoft operating systems through Windows 10
Expert with notebook, laptop, and desktop hardware (diagnosis, upgrade, and repair)
Expert with virus detection and removal from PC systems
Expert with networking (wired and wireless) configuration and security
Proficient with Microsoft Office suite applications
Proficient in web design

APR 20 2016

DECLARATION OF ACTIVE PRACTICE IN BEHAVIOR ANALYSIS

An individual who was actively practicing applied behavior analysis on Aug. 14, 2013, may continue to claim reimbursement from a health benefit plan, the Public Employees Benefit Board or the Oregon Educators Board only if the individual submits a satisfactory declaration and other required documentation to the Office not later than April 30, 2016.

1. Individual's Information

NAME: LAST		FIRST	MIDDLE INITIAL
Grimes		Teresa	A
RESIDENTIAL PHYSICAL ADDRESS (REQUIRED)			
3853 E. Riverside Drive			
CITY		STATE	ZIP
Dunnellon		FL	34434
MAILING ADDRESS (IF DIFFERENT FROM RESIDENTIAL ADDRESS)			
Same			
CITY		STATE	ZIP
PHONE: <input type="checkbox"/> HOME <input checked="" type="checkbox"/> CELL	BIRTHDATE	EMAIL	
352 425 3853	4/30/53	Steveandterry35@yahoo.com	

2. Curriculum Vitae

This declaration must be accompanied by a curriculum vitae that includes a description of the individual's education, professional experience, training, scholarship, publications, presentations at conferences and any other professional activities.

I have included a copy of a curriculum vitae for review.

3. Declaration/Affirmation

By signing below, I declare and affirm that on August 14, 2013, I was actively practicing applied behavior analysis.

Teresa Grimes

4/16/16

Signature

Date

4. Notary

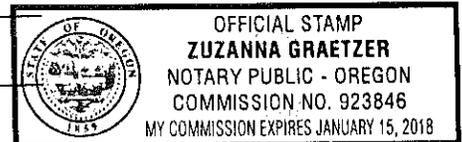
Subscribed and sworn before me on this 16th day of April, 2016

Notary Public Zuzanna Graetzer

My Commission Expires 01/15/2018

State of Oregon, County of Washington

Notary Signature *Zuzanna Graetzer*



Teresa A. Grimes
3853 E. Riverside Drive
Dunnellon, FL 34434
(352)425-2063

Steveandterry35@yahoo.com
www.wholechildconsulting.com

Education:

Master's of Education Florida Atlantic University-1999

Master's degree with a major in Exceptional Student Education in the Education of Students with Varying Exceptionalities

Bachelor of Science Degree University of Central Florida- Cum Laude-1992

Teacher of Exceptional Child-Emotional Disturbance

Experience:

Co-Owner of Whole Child Consulting, LLC -2003-Present

Provide behaviorally sound interventions and programming for individuals with learning and behavior disorders.

Participate in consultations with schools, families and companies in a variety of formats including: on-site, web, video, email, fax and phone.

Member of District 13 Local Review Committee, March 2007-March 2008.

Supervise BCBA candidates in their work with current clients and report to the colleges and universities.

Perform functional analyses and develop behavior programs for severe problem behavior.

Provide training to staff/therapists that monitor and implement programming.

Develop data systems to monitor and affect behavior change in staff and therapists.

Conduct workshops and trainings to instruct and train behavior analysts, families and therapists regarding interventions, including but not limited to: Verbal Behavior, Precision Teaching, Direct Instruction, Association Method, NET and play and social therapy.

Clinic Coordinator STARS Clinic

Participate in initial assessments (along with Dr. Jim Partington) for all students who attended the clinic.

Develop and coordinate intervention at the clinic.

Assign staff and create schedule for staff, parents and students.

Facilitate the involvement of the parents in the program by assisting in their understanding of the basic principles of behavior analysis and how they were applied to their child's program.

Monitor the data/progress of the students, implement program changes as necessary.

Provide direct instruction to students while modeling appropriate therapy for parents and staff.

Implemented study later to be published in *The Analysis of Verbal Behavior*, (Steve J. Ward, M.A., Pamela J. Osnes, Ph.D., and James W. Partington, Ph.D., *The Effects of a Delay of Non-contingent Reinforcement during a Pairing Procedure in the Development of Stimulus Control and Automatically Reinforced Vocalizations*).

Teacher/therapist-Columbia University Fred Keller School

Provide 1:1 therapy for students attending the Fred Keller School.

Keep data points for every behavioral instruction throughout the day, sometimes over a thousand "learn units" per day.

Create and maintain graphs for all instruction in all program areas.

Implement data-based decisions using the "data decision tree" developed by Dr. Koehane, Columbia University.

Consultant-Tri-County TEC

Consult to families, schools, and group homes regarding behaviorally sound interventions for individuals with learning and behavior disorders, including adults with severe problem behaviors.

In coordination with Steven Ward, MA, BCBA, was District 15 instructor for the Certified Behavior Analyst course for the state examination.

Participated in performance of functional analyses, with analog conditions, to determine function of problem behavior/severe aggression in individuals living at home and in group homes.

Participated in Local Review Committee meetings regarding the programming for severe problem behavior in children and adults who were a danger to themselves and others.

Provided programming intervention in "child on parent" domestic violence case.

Operated as a classroom teacher for a semester, in a classroom for severely emotionally disturbed students at a center school.

Department Head and Local Education Agent

Sebastian River High School

Conduct all IEP's as Local Education Agent for students attending the high school ensuring that all aspects of the IEP were conducted according to State and Federal laws, including but not limited to: provision of parent information packet, Least Restricted Environment provisions, creation and subdivision of individualized goals and benchmarks with measurable goals, etc.

Provide feedback and instruction necessitated by the "double basic" system, whereby students are included in regular education classes and a certified special education teacher provides instruction and assistance to the regular education teacher involved.

Monitor all hours on IEP and student schedule to ensure students were receiving correct number of hours in every area (including but not limited to: speech, OT, PT, LD class, EH class, APD, double basic, regular education, etc.) as specified on the IEP.

Created a semester's worth of instruction using the ESE High School Florida Sunshine Standards for an individual with Down's syndrome in order to help the regular education teacher include the student in the regular education classroom.

Classroom Teacher

Develop, interpret and program all IEP goals for students based upon present level of performance and projections of potential learning, for a self-contained classroom of middle school students and high school students.

Create a safe environment for staff and students, including becoming certified in a number of crisis prevention programs, including CPI and TEAM.

Manage and report on data, including graphing (visual displays), for all IEP and short term behavioral goals, as well as classroom social and play skills.

Participate as classroom teacher and occasionally the Local Education Agent, for IEP meetings for all students in the classroom.

Manage access to the classroom and information sharing with parents and guardians, including parent meetings, train opportunities for parents as well as weekly videos sent home to parents who requested them.

Research and frame lesson plans for effective instruction of goals and objectives including observing and monitoring teacher assistant behavior (including data collection) and instructional techniques.

Publications:

Ward, S.J., and Grimes, T.A., *The Inventory of Good Learner Repertoires*, Lulu (2008).

Awards:

Teacher of the Year-Wabasso School, Indian River, Florida, 1995

Workshops:

Ward, Steve and Grimes, Teresa (2014). *Motivation: Social Interaction and Instructional Control*. Hosted by Claudio Hunter-Watts, for San Martin de Porres, in Isidro Casanova, Argentina.

Ward, Steve and Grimes, Teresa (2014). *Motivation: Social Interaction and Instructional Control*, Hosted by Diego Tarkowski, for San Martin de Porres, in Tucuman, Argentina.

Ward, Steve and Grimes, Teresa (2014). *Healthy Manding*. Hosted by Mauro Mascotena in Buenos Aires, Argentina.

Ward, Steve and Grimes, Teresa (2014). *Introduction to ABA Principles*, Hosted by the Cornerstone Autism Center Greenwood, in Greenwood, Indiana.

Ward, Steve and Grimes, Teresa (2013). *Developing Good Learner Repertoires*. Presented for the Florida Association for Behavior Analysis in Daytona Beach, Florida.

Ward, Steve and Grimes, Teresa (2013). *Instructor Skills: Beyond the Basics*. Hosted by the Chicago Education Project in Hoffman Estates, IL

Grimes, Teresa and Ward, Steve (2012). *Comprehensive Language Programming*. Hosted by the Minister of Education in Belgrade, Serbia

Ward, Steve and Grimes, Teresa (2012). *An Introduction to Developing Good Learners*. Hosted by the Minister of Education in Belgrade, Serbia.

Ward, Steve and Grimes, Teresa (2012). *Healthy Mand Training*. Hosted by the Minister of Education in Belgrade, Serbia.

Ward, Steve and Grimes, Teresa (2012). *Establishing Rapport and Expanding Interests*. Hosted by the Minister of Education in Belgrade, Serbia.

Grimes, Teresa and Ward, Steve (2012). *Advanced Diagnostics and Teaching Procedures*. Hosted by the Minister of Education in Belgrade, Serbia.

Ward, Steve and Grimes, Teresa (2012). *Natural Environment Teaching*. Hosted by The Aurora School in Leesburg, VA.

Ward, Steve and Grimes, Teresa (2012). *Motivation: Social Interaction and Instructional Control*. Hosted by Mauro Mascotena in Buenos Aires, Argentina.

Ward, Steve and Grimes, Teresa (2010). *Instructional Control*. Hosted by West End Selpa in Rancho Cucamonga, CA.

Grimes, Teresa and Ward, Steve (2009). Analyzing Autism Interventions: Critiques of Popular Autism Interventions and Combinations that Work. Workshop presented at ABAI annual conference in Phoenix, AZ.

Ward, Steve and Grimes, Teresa (2009). *What You Need to Know about Motivation and Teaching Games: An in-depth analysis*. Presented for HABA (Hoosier ABA) in Indianapolis, Indiana.

Grimes, Teresa and Pollard-Licklider, Judy (2009). Overcoming Severe Deficits in Vocal Behavior with the Association Method. Workshop presented at ABAI annual conference in Phoenix, AZ.

Grimes, Teresa and Ward, Steve (2008). Teaching Children with Autism: A review of Popular Instructional Methods and Combinations that Work. Presented for FEAT South and Valdosta State University, Savannah, GA.

Grimes, Teresa and Ward, Steve (2008). A Brief Introduction to Verbal Behavior. Presented for Florida Atlantic University in Palm Beach, FL.

Grimes, Teresa and Ward, Steve (2008). *Applied Behavior Analysis for Older Learners*. Presented for INFEAT in Hammond, IN.

Grimes, Teresa and Ward, Steve (2008). *Teaching Children with Autism: A review of Popular Instructional Methods and Combinations that Work*. Presented for FEAT South and Valdosta State University, Savannah, GA.

Ward, Steve and Grimes, Teresa (2008). *A Brief Introduction to Verbal Behavior*. Presented for Florida Atlantic University in Palm Beach, FL.

Ward, Steve and Grimes, Teresa (2008). *Applied Behavior Analysis for Older Learners*. Presented for INFEAT in Hammond, IN.

Grimes, Teresa and Ward, Steve (2007). *Precision Teaching*. Presented for INFEAT in Hammond, IN.

Ward, Steve and Grimes, Teresa (2007). *Precision Teaching*. Presented for INFEAT in Hammond, IN.

Ward, Steve and Grimes, Teresa (2006). *Verbal Behavior Workshop*. Presented for BASIL in Downers Grove, IL.

Grimes, Teresa and Ward, Steve (2006). *Verbal Behavior Workshop*. Presented for BASIL in Downers Grove, IL.

Professional Memberships/Certifications

National Certification BCBA-2002

Teacher's Certification of Florida-Certification Type-Professional- Present to 2014

Association for Behavior Analysis international

Florida Association for Behavior Analysis



HEALTH LICENSING OFFICE
Behavior Analysis Regulatory Board

700 Summer St. NE, Suite 320, Salem, OR, 97301
Phone: 503-378-8667 | Fax: 503-370-9004
www.oregon.gov/oha/hlo | Email: hlo.info@state.or.us

Print Form

DECLARATION OF ACTIVE PRACTICE IN BEHAVIOR ANALYSIS

An individual who was actively practicing applied behavior analysis on Aug. 14, 2013, may continue to claim reimbursement from a health benefit plan, the Public Employees Benefit Board or the Oregon Educators Board only if the individual submits a satisfactory declaration and other required documentation to the Office not later than April 30, 2016.

1. Individual's Information

NAME: LAST FIRST MIDDLE INITIAL
Bordelon, Amy, K

RESIDENTIAL PHYSICAL ADDRESS (REQUIRED)
1938 NW 5th St.

CITY STATE ZIP
Bend OR 97703

MAILING ADDRESS (IF DIFFERENT FROM RESIDENTIAL ADDRESS)

CITY STATE ZIP

PHONE: HOME CELL BIRTHDATE EMAIL
(303) 880-0287 9/29/73 amybordelon@hotmail.com

2. Curriculum Vitae

This declaration must be accompanied by a curriculum vitae that includes a description of the individual's education, professional experience, training, scholarship, publications, presentations at conferences and any other professional activities.

I have included a copy of a curriculum vitae for review.

3. Declaration/Affirmation

By signing below, I declare and affirm that on August 14, 2013, I was actively practicing applied behavior analysis.

Signature Date
Amy Bordelon 4/23/16

4. Notary

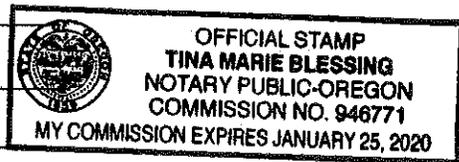
Subscribed and sworn before me on this 23rd day of April, 2016

Notary Public Tina Marie Blessing

My Commission Expires 1-25-20

State of Oregon, County of Deschutes

Notary Signature Tina Marie Blessing



Amy Bordelon
Curriculum Vitae
Licensed Marriage & Family Therapist
Bend, OR

Tel: (303) 880-0287 Website: www.amybordelon.com Email: amy@amybordelon.com

PROFILE

- **Licensed Marriage and Family Therapist (LMFT)** from 2013-present; **LMFT supervisor** for students/interns seeking licensure acquisition.
- Conducted cutting-edge **socialization groups** for children in need of further developing and fine-tuning socialization skills.
- Specialized in co-parenting strategies for families of divorce.
- Experienced in working with children, adolescents and adults with **neurobehavioral, neurological and neurodevelopmental disorders**, such as **Autism Spectrum Disorder, Sensory Processing Disorder and Attention Deficit (Hyperactivity) Disorder**, as well as **learning disabilities**, such as **Dyslexia and Nonverbal Learning Disorder**.
- Delivered **In-Home** therapeutic services to families for the purpose of **“hands on” coaching for parents and children** around areas such as homework, bedtime routine, chores, etc.
- Knowledgeable about child development processes and extensively trained in behavior management techniques (**Applied Behavior Analysis**).
- Trained in **Individualized Education Program (IEP) and 504** development and meeting facilitation. Experienced at being a **liason between schools and families**, to encourage consistency between environments, and increase capacity for child’s success.
- Skilled in delivering **strengths-based**, compassionate therapeutic services to both individuals and families; practiced at helping them identify and utilize their strengths.
- Experienced and certified through the **Adoption Exchange (COPARC)** of Denver in working with **adoptive families**.
- Trained from a **systems perspective** and worked on many multidisciplinary teams. Practiced at **family and group facilitation**, as well as individual therapy.

- Experience with a diverse range of families, including **single-parent families and LGBT couples and families.**

EDUCATION

SYRACUSE UNIVERSITY M.A. in Marriage and Family Therapy August 2005

G.P.A: 3.98.

METROPOLITAN STATE UNIVERSITY OF DENVER (MSUD) B.A., May 2003

Graduated Summa Cum Laude in Psychology. G.P.A: 4.0.

CLINICAL EXPERIENCE

Licensed Marriage and Family Therapist

Worked in private practice setting with Knippenberg, Patterson (Bordelon; 2012 & 2013)& Associates 2006-13

- Provided in-home and office therapy services for couples and families.
- Group leader for cutting-edge socialization groups with ages Pre-kindergarten through High School.
- Met rigorous criteria to be named on masthead for high-profile Denver therapy clinic (clinic was Knippenberg, Patterson, Bordelon & Associates 2012-13) before leaving to open independent practice.

Family Therapist/Family Services Supervisor 2005-2007

- New Directions for Families, Arapahoe House (residential drug and alcohol treatment facility for women and their kids).

Senior Therapist for Home-Based ABA Programs 1996-2003

- Responsible for supervision and maintenance of home therapy programs
- Weekly data analysis in conjunction with weekly team meetings
- Curriculum design, implementation, and maintenance
- Provided training for ABA therapists & interns.
- Worked with multidisciplinary teams that included speech and language pathologists, occupational therapists, etc.

Applied Behavior Analysis Therapist (with youth and families) for nine community-based programs 1999-2003

Implemented programs in Colorado, California, New York, and Texas.

ABA Consultant for Dr. Linda-Luther Starbird (former President of Colorado Psychological Association) 2002

Provided consultation for families dealing with child's recent diagnoses.

ADDITIONAL YOUTH AND FAMILY EXPERIENCE

Adolescent Group Facilitator

2005

- Spearheaded a six-week model of a support group for adolescent girls in two middle schools in Syracuse, NY.
- Co-created a comprehensive, hands-on manual for working with adolescent girls. Utilized group-systems knowledge, familiarity with diverse cultures and individuals, and enthusiastic personality to effectively map out students needs and recommend appropriate interventions.
- Established rapport with various agencies in Syracuse, New York, leading to the community implementation of the adolescent manual, **“Fostering Connections Between Adolescent Girls.”**

Family Consultant Group Facilitator for Adam’s Camp (1-week camp for kids with ASD and families)

2002-03

Facilitated family discussions and therapeutic groups consisting of parents and siblings of children with ASD.

SCHOOL EXPERIENCE

In-School Facilitator for Youth with neurodevelopmental/behavioral disorders

1999-2015

Served as liaison between home programs and school setting, in order to make the two settings more consistent at a multitude of schools in Colorado, Texas and California.

TEACHING AND PRESENTATION EXPERIENCE

Personal Coach with Youth, Student Success Initiative (SSUI) at Syracuse University

2005

- Coached at-risk undergraduate students around academic issues (e.g. grades, identifying academic strengths, etc.) and personal issues (e.g. discrimination, interpersonal relationship conflict, etc.)

Teaching Assistant for Child Development Course (led by Dr. Cheryl Sanders)

Metropolitan State University of Denver, Dept. of Psychology

2002

Learning Specialist with Students, Metropolitan State University of Denver

2002

- Tutored undergraduate students in various psychology and sociology subjects

Invited presentations

- **“Fostering Connections Between Adolescent Girls”** 2005
Onondaga Pastoral Counseling Center: Syracuse, NY
- **“Therapy and Children with Autism”** 2002
Metropolitan State University of Denver (twice given): Denver, CO

- **"Behavioral Intervention Strategies for Disruptive Classroom Behavior"** 2013
Denver Academy Symposium: Denver, CO
- **"The Intersection of Dyslexia and Attention Deficit (Hyperactivity) Disorder"** 2012
Dyslexia Resource Group: Denver, CO
- **"Applied Behavior Analysis Overview: Designing Effective Therapeutic Intervention Strategies"** 2012
Knippenberg, Patterson & Associates: Denver, CO

RESEARCH EXPERIENCE

Research Assistant (Metropolitan State University of Denver: Denver, CO)

- **"Moral development in Children"** (correlation research) 2002-2003
- **"Community Barriers in Accessing Health Care for Low-Income, Pregnant Women of Color"** (field research presented at Rocky Mountain Psychology Association Conference) 2003

PUBLICATIONS

- **"Learning Styles of Children With Autism"** published 2002
Colorado Psychiatry Association Journal

REFERRALS:

Dr. Linda-Luther Starbird: (970) 712-9224

Ph. D. Forensic and Clinical Psychologist

Jennifer Turnbull: (303) 725-6235

Senior Research & Assessment Analyst for The New America School Network, Denver, CO

Dr. Theodore Henderson: (720) 493-1101

Child Psychiatrist, Denver, CO

Dr. Cheryl Sanders: (303) 556-3205

Ph. D. in Child Development & Professor at Metropolitan State University of Denver, Denver, CO

Sarah Freeman: (541) 971-2532

3rd grade teacher at Sunrise Elementary, Albany, OR

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1. Individual's Information

NAME: LAST Fritz FIRST Kelly MIDDLE INITIAL Ann

RESIDENTIAL PHYSICAL ADDRESS (REQUIRED)
304 Quail Drive

CITY Newberg STATE OR ZIP 97132

MAILING ADDRESS (IF DIFFERENT FROM RESIDENTIAL ADDRESS)
Same as above

CITY STATE ZIP

PHONE: HOME CELL BIRTHDATE 12-12-74 EMAIL Katibbs12@hotmail.com

2. Curriculum Vitae

This declaration must be accompanied by a curriculum vitae that includes a description of the individual's education, professional experience, training, scholarship, publications, presentations at conferences and any other professional activities.

I have included a copy of a curriculum vitae for review.

3. Declaration/Affirmation

By signing below, I declare and affirm that on August 14, 2013, I was actively practicing applied behavior analysis.

Kelly A. Fritz 4/25/16
Signature Date

4. Notary

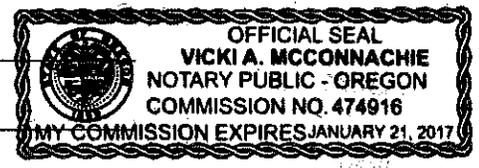
Subscribed and sworn before me on this 25 day of April, 2016

Notary Public Columbia Bank

My Commission Expires Jan 21, 2017

State of Oregon, County of Yamhill

Notary Signature Kiki McConnachie



Kelly Fritz
304 Quail Drive
Newberg Oregon 97132

Education:

BCBA Certificate Program

Florida Institute of Technology ABA
Started course work January 2016.

Licensure in Early Intervention and Early childhood Special Education

Portland State University, Portland Oregon Completed December 2011

Masters in Special Education

Portland state university, Portland Oregon
December 2012.

Certified Autism Specialist

International Institute of Education Standards, Inc.
5954 Mur-Len Ste. 275 Olathe, KS 66062 (785) 845-8455
June 2013

Autism Certificate Program

Portland State University, Portland Oregon
December 2012

Bachelors of Art, in Social work with an emphasis in child and adult mental health.

University of Montana, Missoula Mt.
Graduation Aug 2001

Work History

Behavior Specialist 2005-2009 Montana Bitterroot Valley Educational Co-op. In charge of Functional Behavior Assessments, billing Medicaid

- Behavior assessment
- Development of a functional behavior assessment
- Intervention
- Goal tracking
- Adjustments of plans based on data
- Progress reported to parents, school and Medicaid

Autism Skill Trainer for WESD 2010 working in a classroom setting doing ABA

- Social skill groups
- Goal tracking
- Intervention
- Teaching self advocacy

Star Training 2013 (ABA) and implementation in a classroom setting.

- Behavior identification and assessment
- Observation behavior assessment
- Family behavior treatment guidance
- Multiple family behavior treatment and training
- Adaptive behavior treatment social skills

- Explosion adaptive behavior treatment
- Group adaptive treatment
- Goal development
- Goal/progress tracing
- Goal changing due to progress or regression on progress

Early Childhood Special Education Teacher WESD 2013-present Autism Classroom

- Overseeing treatment goals for children
- Functional behavior assessment
- Assessment of skills to be taught for ABA through the use of the Star student learning profile
- Develop an individual plan based on a base line taken in receptive language, expressive language, spontaneous language, functional routines, academics, and play & social skills.
- Development of functional behavior plans
- Implantation of functional behavior assessments
- Data tracking
- Social skill group leading
- Play study and data tracked
- Direct three staff on implementation of the plan
-

New Creation autism 2012-present in home ABA

- Overseeing treatment goals for children and adults
- Functional behavior assessment
- Assessment of skills to be taught for ABA through the use of the Star student learning profile
- Develop an individual plan based on a base line taken in receptive language, expressive language, spontaneous language, functional routines, academics, and play & social skills.
- Development of functional behavior plans
- Implantation of functional behavior assessments
- Collaborative problem solving implementation
- ASD adult support in the home
- Outing in the community based on team goals for learning independence
- Data tracking
- Social skill group leading
- Billing

Trainings

Presenter of Teaching Techniques for children with Autism

May 2015 for Child Care providers in Marian County

January 2016 for Staff and ECSE Providers Music and autism

APR 29 2016

700 Summer St. NE, Suite 320, Salem, OR, 97301
Phone: 503-378-8667 | Fax: 503-370-9004
www.oregon.gov/oha/hlo | Email: hlo.info@state.or.us

Print Form

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1. Individual's Information

NAME: LAST GORMAN FIRST STEPHANIE MIDDLE INITIAL L.

RESIDENTIAL PHYSICAL ADDRESS (REQUIRED)
4995 SE ARDEN ST.

CITY MILWAUKEE STATE OR ZIP 97222

MAILING ADDRESS (IF DIFFERENT FROM RESIDENTIAL ADDRESS)

CITY STATE ZIP

PHONE: HOME CELL (503) 381-9344 BIRTHDATE 2/22/72 EMAIL SocialKraft@mc.com

2. Curriculum Vitae

This declaration must be accompanied by a curriculum vitae that includes a description of the individual's education, professional experience, training, scholarship, publications, presentations at conferences and any other professional activities.
 I have included a copy of a curriculum vitae for review.

3. Declaration/Affirmation

By signing below, I declare and affirm that on August 14, 2013, I was actively practicing applied behavior analysis.

Stephanie Gorman 4/28/16
Signature Date

4. Notary

Subscribed and sworn before me on this 28 day of April, 2016

Notary Public Benjamin K Maciariello

My Commission Expires June 14, 2016

State of Oregon, County of Multnomah

Notary Signature Benjamin K Maciariello



Stephanie Gorman
4995 SE Arden St., Milwaukie, OR 97222
503-381-9344
e-mail: socialkraft@me.com

Career Objective

Dedicated and committed to the creation and implementation of behavioral, social thinking and related skills supports for individuals with special needs helping to nurture greater independence while further developing the ability to make and grow meaningful connections with others.

Employment History

2008 - Present: Socialkraft, Portland, OR

Owner; social coach/play guide, direct intervention, consultant, parent coach, skills trainer

2009 - Present: PlaySpace, Portland, OR

Social group co-facilitator, assistant program/curriculum developer, intake coordinator

2009 - 2012: Social Skills NW, Vancouver, WA

Social group co-facilitator, assistant program/curriculum developer, intake coordinator

2003 - 2008: Therapy Solutions for Kids, Portland, OR

SLPA, social skills group facilitator, program/curriculum developer, intake coordinator

1999 - 2003: Portland Parks and Recreation, Disabled Citizens Recreation, Portland OR

Inclusion assistant, class instructor, field trip support staff

1999 - 2003: Portland Early Intervention Program, Portland, OR

SLPA, special education classroom assistant, resource specialist, aug comm supports

1995 - 1998: Behavioral Intervention Association, San Francisco, CA

Program implementer for ABA home services, school support assistant, visual supports

Community service projects

Boys and Girls Club, Portland, OR

Kiwanas Camp, Mt Hood, OR

Professional experience and qualifications

- Have worked in a variety of settings including home, school, clinics, and the community with individuals ages 2 through adulthood experiencing a wide range of disabilities such as Autism, Aspergers, Tourette's, William's syndrome, Turner's syndrome, ADD, anxiety, cerebral palsy, genetic disorders and other developmental disabilities.
- Provide individual 1:1 direct intervention, sibling work and guided playdates. Consultation with parents, caregivers, teachers and support staff included. Maintain a strong referral network with local providers to connect related resources for families.
- Social skills group facilitation; Parent interview, intake/informal assessment for group 'fit', program and curriculum development and implementation of lessons for social skill building.
- Establish appropriate goals related to behaviors, social skill and play development with periodic review of progress to ensure generalization of skills across settings.
- Implementation of direct instruction using a person centered planning approach and custom interventions to address skill acquisition to meet unique needs of clients.
- Coordinated care with community providers and professionals for children with complex needs: Teachers, Support staff, Speech Pathologists, Occupational Therapists, Early Intervention staff, ABA providers, Child psychologists, Psychiatrists and Naturopaths.
- Address behavioral concerns; examine antecedents, behaviors and consequences to develop behavior plans with parents and school staff.
- Formal and informal observational strategies used to develop goals and intervention plans for students in educational settings. Follow up direct service, staff consultation and peer coaching.
- Training of staff in community preschool and private school settings on specific interventions to address behaviors and/or specific skill building related to functioning in the classroom.
- Expertise in the creation of customized visual tools and communication strategies to support the needs of diverse learners (i.e. social stories, social scripts, daily schedules, choice boards).

Education/Trainings/Certifications

1990 - 1992: Fashion Institute of Technology, NYC, NY

AAS Degree; Display and Exhibit Design

1995-1998: Behavior Intervention Association training in the following learning modalities:

- Pivotal Response Training
- Discrete Trial Teaching
- Picture Exchange Communication (PECS)
- Visually structured learning environments

2003 - Present: Speech Language Pathology Assistant (SLPA), Portland, OR

Certificate issued by Oregon State Board of Examiners (current status is inactive)

Professional Groups/Memberships/Organizations

2008 - Present: Autism Society of Oregon (ASO), Portland OR

Ambassador Board Member

Lead Organizer for Community Resource Area at annual ASO Walk

Volunteer for special projects

2008- Present: Portland Autism Group (PAG), Portland OR

Co-founded along with colleague from local autism community

Co-facilitator of monthly professional group; resource sharing and case studies

2008 - Present: Council for Exceptional Children (CEC)

National member

Selected Professional Development

(Workshops, presentations and conferences attended 2006-2016)

Sensory Workshops - Providence Swindell's

Social Thinking; Michelle Garcia Winner

Whole Brain Child; Tina Payne Bryson and Dr. Daniel Siegel

Oregon Speech Pathology Academy; Dr. Bob Buckendorff

Relationship Development Intervention (RDI)

Floortime; Dr. Stanley Greenspan

Collaborative Problem Solving; Dr. Ross Greene

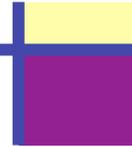
Integrated Play Groups Model; Dr. Pamela Wolfberg

Brain Talk; Carrie Lindemuth, M.Ed/Et and Hanna Bogen, M.S. CCC-SLP

References

Available upon request. Also may view Socialkraft website for more information.

Public/Interested Parties' Feedback



May 16, 2016

Re: Behavior Analysis Regulatory Board Comments

Dear Members of the Behavior Analysis Regulatory Board and Oregon Health Licensing Office Staff:

Thank you for your work on behalf of consumers and practitioners of behavior analysis. I would like to submit the following comment for the board's consideration.

Grandfathered Providers/Declarants

The BARB is tasked with the challenging prospect of creating rules governing a small number of individuals who have declared that they practiced behavior analysis in August 2013 and plan to continue claiming reimbursement until July 1, 2018. As preliminary discussions regarding rules begin, I urge the BARB to develop standards for these individuals that are consistent with licensing requirements across professions, keeping in mind the following points:

- ABA is a distinct field requiring specialized training. Background in autism treatment more broadly does not qualify someone to practice ABA.
- Like other fields ABA is continually evolving as new research emerges, and past experience with ABA techniques cannot be substituted for current qualifications to practice ABA.
- For the protection of consumers and the integrity of the field, those practicing behavior analysis must obtain the appropriate training and credentials.
- All legitimate fields have standards that approved professionals must meet, including coursework, supervised experience, demonstration of competency through a psychometrically valid exam, and compliance with requirements for continuing education and standards of practice.

Given the above points, I urge the BARB to require declarants to obtain a legitimate credential in ABA by the time the grandfathering period expires.

Supervision of Behavior Analysis Interventionists

Currently, the rules for Behavior Analysis Interventionists (RBAs) differ in a number of ways from national credentialing. These differences present challenges, including:

- Restricting access for consumers in Oregon compared with other states, and

- Added burdens and costs for providers in tracking multiple credentials and supervision requirements.

I urge the Health Licensing Office to consider changes or additions to the requirements for RBAs so that the requirements are consistent with national credentials, including providing the Behavior Analyst Certification Board's Registered Behavior Technician credential as one pathway to registration for those who are supervised by a Licensed Behavior Analyst or Licensed Assistant Behavior Analyst. Doing so will not only ease the burden of paperwork for professionals who currently must maintain two credentials with differing supervision standards, but will also increase the capacity of existing providers to meet the needs in the state. If RBAI supervision standards are made consistent with national minimum supervision standards, standards of practice should also be adopted that clarify that supervision must be provided appropriate to individual client and supervisee needs, which may be above the minimum standards in some cases.

Standards of Practice, Professional Methods, and Procedures

The current standards of practice outlined in the BARB rules are very general, given that the board registered other licensed providers at the time that the standards of practice were written. Since the BARB currently regulates only those who are certified by the Behavior Analyst Certification Board (BACB), I urge the board to adopt standards of practice laid out by the BACB. Specifically, I urge the BARB to adopt:

- BACB Professional and Ethical Compliance Code sections 1-9, and
- Continuing education requirements consistent with BACB standards.

Thank you for your efforts and consideration. Please contact me at jenny.fischer@cascadebehavior.com or 541-480-2570 if further explanation of the points above is needed.

Sincerely,

A handwritten signature in black ink that reads "Jenny L. Fischer". The signature is written in a cursive style with a large, looping initial "J".

Jenny Fischer, BCBA, Licensed Behavior Analyst



The Oregon Association for Behavior Analysis appreciates the efforts of the Health Licensing Office and the Behavior Analysis Regulatory Board (BARB) in their efforts to regulate Licensed Behavior Analysts, Licensed Assistant Behavior Analysts, and Behavior Analysis Interventionists. Below are our comments and suggestions regarding the April 1st 2016 meeting, specifically regarding a) The OHLA rules related to supervision of Behavior Analysis Interventionists, b) Licensing standards for grandfathered “declarants”, c) Standards of practice and continuing education requirements, and d) Composition of the upcoming Rules Advisory Committee.

Supervision of Behavior Analysis Interventionists

The upcoming rulemaking process presents an opportunity to address some of the challenges faced by providers under the current rules. Board Certified Behavior Analysts must follow both state and national standards when practicing, and disparities in the rules for each can be problematic. Rules that are significantly different or more rigorous than the national standards may lead to hardships for practitioners, and may also be a disincentive for new providers to move to Oregon. The result may be greater costs to Oregon’s consumers and an exacerbation of problem of access to services in our state. We encourage the Health Licensing Office to establish rules that are consistent with national standards to alleviate these issues. Specifically, the following changes are recommended:

1. Amount of Supervision

For nationally accepted credentials for interventionists/technicians, the minimum amount of supervision time for an interventionist’s direct service hours is 5%. This is a minimum standard, and it is expected that supervision is greater if interventionist competence or client needs warrant increased supervision. Setting Oregon’s standard at 10% not only increases cost for Oregon providers and consumers, it decreases the availability of services, because a single supervisor can meet the needs of fewer clients. Additionally, the current supervision requirements may result in resources being allocated away from interventionists and clients with greater needs for supervision.

Recommendation:

Set a minimum supervision standard that is consistent with national standards (5% of direct hours must be supervised, with half of supervision time involving face-to-face contact with the client present). More detailed standards of practice for behavior analysts should be adopted which specify the nature of supervision, i.e., that adequate supervision must be provided according to individualized client and interventionist needs.

2. Frequency of Supervision

Requiring supervision every 60 hours of direct service may make sense on paper, but in practice this requirement is extremely unwieldy. Since the requirement is highly specific, and because schedules change frequently, it becomes extremely challenging for the supervisor to set a supervision schedule in advance.

Additionally, the requirement may result in barriers to services in areas where only one supervisor is available. If that supervisor were out for an extended period due to illness or vacation, it might not be possible to schedule supervision within a 60-hour window.

Recommendation:

Rather than requiring supervision every 60 hours, require a minimum number of supervisory contacts per month. For interventionists who work more than 60 hours in a month, a minimum of 2 supervisory contacts could be required. For those who work less than 60 hours, a minimum of 1 supervisory contact could be required. More detailed standards of practice can be adopted which elaborate on the requirements of supervision, so that this is truly a minimum standard with additional supervision provided when warranted.

3. Supervision with New Clients:

Two hours of initial supervision prior to independent work with new clients may not always be warranted, and may result in delays in treatment or resources being allocated away from where they are most needed. For example, an interventionist who has demonstrated advanced competency and who is working in a center-based setting may not require a full two hours of supervision before working with a new client. Given the scarcity of Licensed Behavior Analysts, new clients may experience delays in treatment while waiting for the supervisor to be available for a session with each interventionist on the client's team. Additionally, the initial supervision requirement may prevent highly trained interventionists from substituting when coworkers are ill, resulting in disruptions to service.

Recommendation:

Remove the supervision requirement for two hours of supervision prior to starting work with new clients, and instead elaborate on standards of practice related to supervision. For example, behavior analysts should not assign tasks to a supervisee unless that supervisee has demonstrated competence in completing the task, e.g., supervisees should not work with new clients without initial supervision unless they have demonstrated competence in doing so.

4. Record Keeping:

While it is understood that supervisors will no longer be required to report to the Health Licensing Office (with the exception of Licensed Behavior Analysts and Assistant Behavior Analysts), it is a concern that the responsibility for record keeping will fall solely on the interventionist. Even if not enforceable, there should be an expectation that supervisors will maintain a copy of supervision records.

Recommendation:

The supervision agreement should continue to list maintenance of supervision logs as an expectation of supervisors.

5. Multiple Supervisors:

In the event that an interventionist works at an agency with multiple Licensed Behavior Analysts/Licensed Assistant Behavior Analysts, or works for more than one organization/agency, the interventionist may have more than one supervisor.

Recommendation:

To avoid confusion, clarify in the rules and/or forms that an interventionist may have more than one supervisor, and how forms should be filled out in the event of multiple supervisors.

Grandfathered Provider Declaration

During the legislative session of 2015, ORABA expressed grave concerns about provisions that allow grandfathered providers to continue seeking reimbursement without a license or any recognized credentials in behavior analysis. The risk to consumers from treatment by unqualified providers cannot be overstated. However, we realize that the legislative mandate of SB 696 required the Health Licensing Office to create a mechanism for these “grandfathered providers” to declare their intent to continue seeking reimbursement.

As previously stated, we recommend that there be clear communication to declarants and consumers that submission of a declaration does NOT represent an endorsement by the BARB, nor does it represent an evaluation of competence to practice. Declarants and consumers should be strongly cautioned that practicing without adequate training and competence may result in harm to consumers, and that the BARB is in no way responsible for the actions of declarants.

Criteria for Licensing Declarants

As rules are developed regarding the licensing requirements for declarants, it is of utmost importance that all individuals holding the title of *Licensed Behavior Analyst* meet identical standards of training and competency that are consistent with the minimum national standards established by the field. As with any *accredited* professional credential, the requirements and competencies developed by the Behavior Analyst Certification Board® have been derived from published, peer-reviewed job analysis studies and case law in professional credentialing. These are considered *minimum* standards and parallel requirements of most other legitimate professions. We have compiled a table of licensing requirements for other professions operating in Oregon. We strongly urge you to consider these standards and adopt identical criteria for the licensure of declarants as behavior analysts.

Declarants will have until 2018 to meet the licensing requirements. As with any other licensed profession, they should hold specified degrees, complete coursework and supervised experiential training, and pass a professional exam in behavior analysis that demonstrates they have at least met the minimum competency standards of the field. There is no acceptable alternative to doing so. Although declarants will have to make an effort to become licensed, this process should not be implied to be burdensome or disruptive. The efforts involved in becoming a Board Certified Behavior Analyst are no more burdensome or disruptive than those of any other legitimate profession. Allowing a group of people, no matter how small, to be licensed without having met established professional standards is dangerous, poses great risks to consumers and sets a poor precedent for other states developing licensing standards. Consumers will be responsible for researching and verifying the credentials of each licensed behavior analyst in order to discriminate between two very different groups of individuals. Only licensed behavior analysts that are also BCBA’s will be obligated to uphold and follow the BACB

professional and ethical compliance code, much of which is specific and unique to behavior analysis.

Standards of Practice and Continuing Education

The current standards of practice were developed when the board registered other licensed providers. Since the BARB currently regulates only those who are certified by the Behavior Analyst Certification Board (BACB), we strongly urge the board to adopt standards of practice laid out by the BACB. Specifically, we urge the BARB to adopt:

- BACB Professional and Ethical Compliance Code sections 1-9, and
- Continuing education requirements consistent with BACB standards

Composition of the Rules Advisory Committee

ORABA strongly recommends that the Rules Advisory Committee is comprised of the following:

1. Oregon Association for Behavior Analysis (2 representatives licensed by the BARB (2 LBA's or 1 LBA and 1 LaBA)
2. A Licensed Assistant Behavior Analyst if not included in above group
3. A Registered Behavior Interventionist
4. A family member of recipient of ABA services
5. A faculty member from a 4-year accredited university with a program that trains ABA practitioners

Thank you for your work on BARB, and for the opportunity to provide comment on important topics related to licensing and registration.

Sincerely,

The Oregon Association For Behavior Analysis Board
Alice Austin, President

OREGON LICENSURE REQUIREMENTS

LICENSED PROFESSION	MINIMUM DEGREE	COURSEWORK	EXPERIENTIAL TRAINING	NATIONAL EXAM MANAGED BY	SOURCE OF ELIGIBILITY STANDARDS	SOURCE OF EXAM CONTENT
Psychology http://www.oregon.gov/OBPE/pages/index.aspx	Doctorate degree, approved by American Psychological Association (APA) or Candadian Psychological Association (CPA)	<p>Core Program Areas. Must include 3 semester or 4.5 quarter hours in each:</p> <ul style="list-style-type: none"> •Scientific and professional ethics and standards; •Research design and methodology; •Statistics; •Psychometric theory; •Biological bases of behavior; •Cognitive-affective bases of behavior; •Social bases of behavior; and •Individual differences in behavior. <p>Clinical Psychology Coursework. Must include 18 semester or 27 quarter hours in the following areas:</p> <ul style="list-style-type: none"> •Personality and intellectual assessment; •Diagnosis; •Therapeutic intervention; and •Evaluating the efficacy of intervention. <p>Practicum. Must include:</p> <ul style="list-style-type: none"> •A duration of at least two semesters; AND <ul style="list-style-type: none"> •At least 300 hours of supervised psychological services; AND <ul style="list-style-type: none"> •Meet other minimal program requirements* <p>Internship. Must include:</p> <ul style="list-style-type: none"> •At least 1,500 hours of supervised experience completed within 24months; AND <ul style="list-style-type: none"> •25% direct client contact; AND <ul style="list-style-type: none"> •Meet other minimal program requirements* 	<p>Post-Doctoral Supervised Work Experience. Must include:</p> <ul style="list-style-type: none"> •A duration of one year (12 months) <i>minimum</i>; AND <ul style="list-style-type: none"> •At least 1,500 hours of psychological services; AND <ul style="list-style-type: none"> •Weekly supervision by a psychologist who has been licensed for at least 2 years: <ul style="list-style-type: none"> o For 1-20 hours worked in a week :at least 1 hour of individual supervision o For more than 20 hours worked in a week: at least 2 hours of supervision (two individual, or one individual and one group) AND <ul style="list-style-type: none"> •Meet other supervision requirements 	Examination for the Professional Practice in Psychology managed by the Association of State and Provincial Psychology Boards Also Oregon Jurisprudence Exam	American Psychological Association	Association of State and Provincial Psychology Boards via job analysis studies commissioned by the ASPPB

LICENSED PROFESSION	MINIMUM DEGREE	COURSEWORK	EXPERIENTIAL TRAINING	NATIONAL EXAM MANAGED BY	SOURCE OF ELIGIBILITY STANDARDS	SOURCE OF EXAM CONTENT
Speech & Language Pathology http://www.oregon.gov/bspa/Pages/licensing.aspx - Required Items For Speech-Language Pathology License	Master's degree in: Speech/Language Pathology from Americian Speech-Language-Hearing Association (ASHA) -accredited program, if not accredited, coursework, clinical hours & other accreditation must be approved by Licensing Board	ASHA accredited: <ul style="list-style-type: none"> 36 semester credit hours (47 quarter hours) <ul style="list-style-type: none"> Addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology. Must include clinical practicum of 400 hours 	<ul style="list-style-type: none"> ASHA CCC's (1,260 hours) or American Board of Audiology certification (Doctoral degree-only, 2,000 hours) Non-ASHA accredited: must meet ASHA standards (1,260 hours) 	Praxis II Examination in SLP managed by the Educational Testing Service	Council for Certification in Audiology & Speech Language Pathology through ASHA	Practice analysis studies commissioned by ASHA, and subject matter experts nominated by that organization work with the Educational Testing Service to develop exam items
Occupational Therapy http://www.oregon.gov/otlb/pages/index.aspx	Master's degree: Must be obtained from Accreditation Council for Occupational Therapy Education-approved program	The Board recognizes educational programs for occupational therapists currently accredited by the Accreditation Council for Occupational Therapy Education (ACOTE)	For Level II Fieldwork: a minimum of 24 weeks full-time for occupational therapy students	National Board for Certification in Occupational Therapy (NBCOT) Also required to take Oregon Law/Ethics exam	National Board For Certification in Occupational Therapy	The OTR® and COTA® examinations are constructed based on the results of practice analysis studies
Professional Counselor http://www.oregon.gov/oblpc/pages/index.aspx	Master's degree: Accredited by a national (CACREP, CORE, COAMFTE) or regional accrediting body, or was one of 11 Oregon Board-approved programs	Minimum 2 yr program, 48 semester hours or 72 quarter credit hours: <ul style="list-style-type: none"> Counseling Theory Human Growth and Life Span Development Social and Cultural Foundations Helping Relationship Group Dynamics Lifestyle and Career Development Appraisal and Diagnosis of Individuals Research and Evaluation Professional Orientation Internship/Practicum Supporting Coursework for Specialty Areas 	<p>LPC Direct Method – 2,400 total hours prior to July 1, 2002 or from out-of-state.</p> <ul style="list-style-type: none"> At least 480 CCH must accrue within five years prior to application. <p>LPC Intern Method – 2,400 total hours:</p> <ul style="list-style-type: none"> Up to 400 pre-degree CCH may be counted toward licensure. 	National Board for Certified Counselors (NBCC) <ul style="list-style-type: none"> NCE NCMCHCE Also required to take Oregon law exam	NBCC	NBCC-regular review and development to ensure it represents the current reality of practice and research in the counseling profession

LICENSED PROFESSION	MINIMUM DEGREE	COURSEWORK	EXPERIENTIAL TRAINING	NATIONAL EXAM MANAGED BY	SOURCE OF ELIGIBILITY STANDARDS	SOURCE OF EXAM CONTENT
Marriage & Family Therapist http://www.oregon.gov/OBLPCT/pages/index.aspx	Master's degree: Accredited by a national (CACREP, CORE, COAMFTE) or regional accrediting body, or was one of 11 Oregon Board-approved programs	Minimum 2 yr program, 48 semester hours or 72 quarter credit hours: <ul style="list-style-type: none"> • Human Development • Marital & Family Theoretical Foundation Studies • Marital & Family Therapy Assessment, Diagnosis, Treatment Principles & Techniques • Professional Studies • Research Methods or Statistics • Internship/Practicum • Supporting Coursework for Specialty Areas Focusing on Systems Paradigm 	<p>LMFT Direct Method – 2,400 total hours prior to July 1, 2002 or from out-of-state.</p> <ul style="list-style-type: none"> · At least 480 hours of clinical experience must accrue within five years prior to application. · Up to 400 pre-degree CCH may be counted toward licensure. <p>LMFT Intern Method – 2,400 total hours:</p> <ul style="list-style-type: none"> · 1,000 of the total hours must be providing therapy to couples and families. · Up to 1,000 post-degree hours may be counted toward licensure if they were earned before July 1, 2002). · Up to 400 pre-degree CCH may be counted toward licensure. 	Association of Marital and Family Therapy Regulatory Boards (AMFTRB) Also required to pass Oregon law exam	Varies	The Examination in Marital and Family Therapy is developed by the Examination Advisory Committee of AMFTRB and the PTC. The development process is designed to maximize the content validity of the examination (full content & validation info: https://www.amftrb.org/exam.cfm)

LICENSED PROFESSION	MINIMUM DEGREE	COURSEWORK	EXPERIENTIAL TRAINING	NATIONAL EXAM MANAGED BY	SOURCE OF ELIGIBILITY STANDARDS	SOURCE OF EXAM CONTENT
Behavior Analysis	Requires BCBA® certification and includes Master's degree in Behavior Analysis, Psychology, or Education, OR other degree with approved Behavior Analyst Certification Board (BACB®) course sequence	270 classroom hours: <ul style="list-style-type: none"> o Ethical & Professional Conduct -45 hrs o Research Methods <ul style="list-style-type: none"> o Measurement -25 hrs o Experimental Design -20 hrs o Applied Behavior Analysis <ul style="list-style-type: none"> o Fundamental Elements of Behavior Change & Specific Behavior Change Procedures -45 hrs o Identification of the Problem & Assessment – 30 hrs o Intervention & Behavior Change Considerations – 10 hrs o Behavior Change Systems – 10 hrs o Implementation, Management and Supervision – 10 hrs o Discretionary -30 hrs 	<ul style="list-style-type: none"> o 1,500 hrs for supervised fieldwork o 1,000 hrs for practicum o 750 hrs intensive practicum 	BACB®	BACB®	BACB® examinations are professionally developed to accepted examination standards and are based on the results of a formal Job Analysis and survey. The BACB follows nationally accepted standards for test development.

Gutierrez Maria S

From: Joanna Panter <sjacj@me.com>
Sent: Thursday, May 19, 2016 5:24 PM
To: Gutierrez Maria S
Subject: Testimony on behalf of Eric Hamblen

Dear Ms. Gutierrez,

We have recommended Eric to many, many people over the years, and it is our extreme pleasure to recommend that steps be taken to open his services up to even more families through insurance coverage. It was a struggle for us to pay out of pocket for help, but we were blessed to have the means to make it work. There are many other families who won't have that opportunity without the help of insurance.

We were desperate for help by the time we found Eric, having watched our son descend into depression and extreme anxiety as a result of the struggles he'd had at school because of his ADHD. We'd been through counselors, child psychiatrists, medications... Working with Eric was the very first time we had hope that our previously joyful son could return. And our hope was not misplaced. We went from a place of looking for in-patient treatment options for our son to now having our son living happily at home, working part time and attending college.

So many parents have children who are currently facing extreme difficulties due to Asperger's, ADHD, learning disabilities, attachment disorder... We've spoken to many and seen the desperation in their eyes, so hungry for help that is not coming from the schools, the peers, the coaches, the current medication. We tell them that there is hope, and we are living proof that with the right help they can come out on the other side with a child who can function in society and have a relationship with them. But we tell them that time won't heal wounds or change their trajectory. It takes the right kind of help from the right professional, and we know who that professional is! We've handed out Eric's phone number so much that I had to contact him this week to make sure he was still accepting new families.

Parents we speak to want to know, what is it that Eric does? How does he help you? There is no simple explanation for that because there was so much. He worked with our entire family, he worked with our son on his own, he worked with us without the kids. The summary is, *he changed our life.*

Eric has a gift that I don't quite understand but appreciate more than I can describe. The therapy he provided was practical and direct, impactful, and we were able to see results from day one. He could have a conversation with us parents while simultaneously monitoring the kids playing in the background, then bring us to jump in with him when he saw an opportunity arise to practice some new skills. He explained how our son thought and how that impacted his daily life and relationships. He gave us hands on practice teaching our son new ways to handle

relationships, with us first, then using those skills eventually to apply to other relationships. After each of our sessions, Eric gave us notes about what we'd focused on so we could practice at home as the opportunity arose. Which it did constantly.

Eric told us that the time would come when we wouldn't need him anymore. When he said that, we thought we'd be the one exception. Our son's problems seemed too severe to imagine that we would ever get to a point when we wouldn't need to see a professional on a regular basis. Well, Eric was right. We look around at our family today and marvel at how far we've come. Our son has grown and developed under Eric's care to the point that we can confidently say, as a family, we've been healed.

We would like this happy ending to be available to every family who needs the support of someone like Eric who can make a real difference for them. We have a list of acquaintances who are currently considering whether they can bear the cost of seeing a provider who is not covered by insurance. We want insurance companies to know that the cost of families *not* seeing Eric is far greater than the cost of covering his services.

Thank you for the opportunity to speak about this matter. We would welcome any further questions you might have.

Gratefully,

Colby and Joanna Panter
503.341.3824
sjacj@me.com

Gutierrez Maria S

From: Sarah Rehman <SRehman@stdavidscenter.org>
Sent: Thursday, May 19, 2016 5:26 PM
To: Gutierrez Maria S
Subject: Testimony on behalf of Kathi Calouri and Eric Hamblen

Eric and Kathi have been an asset to our agency for many years—not only supporting children and families, but providing consult and training to our staff. They have provided training to our multidisciplinary teams—including licensed psychologists, marriage and family therapists, licensed social workers, licensed professional counselors, occupational therapists, and speech and language pathologists. Every time, staff leave the training having learned something new. Their passion and dedication to the work they do is visible, and their approach proves effective with staff and families. We refer Eric and Kathi all the time in our work—as it is effective and after a consult leaves our staff saying “wow—that makes sense!”. They incite passion in others, and their work with families is irreplaceable. For families to have access to their support that is covered through insurance would be a gift—one that I fully support. Thank you, Eric, Kathi, and PACE Place—for all that you do, and all that you have taught us.

Sarah Rehman, MA, LP
Autism Day Treatment Program Director
Autism Support Services Program Director
St. David's Center for Child & Family Development

Building relationships that nurture the development of every child and family

3395 Plymouth Road
Minnetonka, MN 55305
(952) 548-8789 – Direct
(952) 548-8659 – Fax
srehman@stdavidscenter.org
www.stdavidscenter.org

Gutierrez Maria S

From: Brian Barry <bbarry@bendcable.com>
Sent: Thursday, May 19, 2016 5:34 PM
To: Gutierrez Maria S
Subject: testimony regarding assistance from Kathi Calouri and Eric Hamblen
Attachments: Project PACE.docx

Hi Maria,

Attached please find my testimony concerning the professional assistance I, and my son Kai, have received from Kathi Calouri and Eric Hamblen over the years.

Please let me know if you have any questions or if I may be of any help.

Thank you,

Brian Barry

541 815-7757

May 17, 2016

To Whom it May Concern:

My son Kai was diagnosed with autism when he was 4 ½ years old. It was devastating.

Like most parents, I instinctively looked for help, for anything I could do to give my son a chance in life. I was fortunate to have somehow quickly located Project PACE in Portland – I can't remember exactly how we found them, because this was 16 years ago and I was already physically and emotionally exhausted.

I do remember the first meeting with Kai and Dr. Calouri in 1999 at her office in Beaverton. I was astounded by how she used techniques she had learned in her PhD program to engage Kai and to communicate with him in ways I had never seen before. This one session with her changed our lives and Kai's life – it was a window into how he might be able to join the world the rest of us live in.

To make a long story short, Kai began an intensive applied behavior analysis (ABA) program guided by Dr. Calouri and her husband Eric. The program involved 40 hours per week of intensive ABA therapy utilizing 4 tutors doing 2 hour shifts apiece each day. I told people that when Kai was 4 ½ years old he began a 40 hour a week job.

The program lasted for one and a half years, until Kai entered kindergarten at the local elementary school. Prior to the program, he was unable to connect with people, to relate to other kids, and to communicate except in the most basic way. By the time he began kindergarten, he had already advanced tremendously, though the journey had just begun.

Kai is now 21 and attending Central Oregon Community College in Bend. I drop him off at school and he takes it from there. He enjoys school and is getting A's and B's in subjects ranging from Cultural Anthropology, Writing, Math and Computer Skills. Most importantly, he realizes that he can promote his own growth and create his own progress, and he is gaining awareness of all the possibilities out there.

If I were try to place his progress from the time he was diagnosed in 1999 till now, I would say he has gone from maybe a 15 to about a 95.

He is articulate, works hard, and enjoys responsibility and learning.

Between kindergarten and college, both Kathi Calouri and Eric Hamblen were instrumental in helping Kai achieve his success. In fact, together, they were primarily responsible for guiding Kai's development and success. Eric utilized ABA techniques and his unique expertise and insights to relate to Kai one-on-one in ways which had a tremendous influence in helping him understand his capabilities and building his confidence. Kathi was by my side countless times to help guide the 'home program' (which continued for about 10 years) and later to assist the public school staff in understanding how they could promote Kai's growth with scientifically proven techniques. And each time we have visited Project PACE, it has been a positive and empowering experience.

I can't say enough about what these dedicated professionals have done to give my son a chance in life.

Sincerely,

Brian Barry

63510 JD Estates Drive
Bend, Oregon 97701
bbarry@bendcable.com
541 815-7757

Gutierrez Maria S

From: Marie Dori3n <autismo@live.com>
Sent: Thursday, May 19, 2016 5:40 PM
To: Gutierrez Maria S
Cc: Eric Hamblen; kcalouri@paceplace.org
Subject: Testimony on behalf of Eric Hamblen and Kathi Calouri, PhD

To whom it concerns,

Back in 2007 my two boys had intensive ABA home programs for over 30 hours per week and the family's struggle in just going about basics in life was enormous. To make a simple thing like buying groceries I was depending in a quite "war plan" to be able to get 3 or 4 thing in the supermarket. I couldn't leave home without them because they scream, cry and hit themselves for as long as I wasn't home, and it could be for hours. Taking them with me did not solve the crying and screaming, but at least they were with me.

We were referred by the ABA consultant to go to PACE Place to work with Kathi Calorie and Eric Hamblen in the hope to get some help in the day to day life.

It was a life changing experience, we left the week with a plan to work on the emotional referencing and in about a month I could do a whole grocery shopping with both kids. As simple as can seem, just that released so much stress from my life and I could start seeing and working in other skills with my kids.

A second week at PACE Place with Kathi Calorie and Eric Hamblen in the following year (2008) was as important as the first one and because we had a platform in place we could work on more bonding ideas that stir the life from survival mode to more enjoyable.

Life happen and we move back to Brazil in 2010 and as a family it felt like a disaster, none of the kids adapted to the change and in 8 months of crying and almost going insane we contact PACE Place and Eric Hamblen could come to help us in Brazil.

Having this experience of Eric's work in the core of our struggles was absolutely important to be able to feel I had went back home. It is a devastating feeling to live in your home Country feeling inadequate and strange because your own kids are so overwhelmed with so many changes, everything felt out of context and the emotional burden was so heavy. After Eric's consultations we could understand the kids and ourselves and start walking the path to feel at home indeed.

Other families with children in the spectrum could notice the change we went through and decide to experience the same, and that was the beginning of having Eric Hamblen as a positive moving force in the benefit of people with autism and their families in Brazil.

Since 2011 families get together to have Eric Hamblen coming to Brazil for consultation, Camps, workshop, presentations, professional training and seminars. Eric consults with over 50 families in Brazil so far in 3 different States (S3o Paulo, Minas Gerais and Piau3).

In August 2013 the Non-Profit Casulo in Teresina- Piau3 organized a workshop and a group of families for

combined consultation with Kathi Calouri and Eric Hamblen.

Their expertise could go beyond the language and cultural obstacles, the amount of support they provide for families and their kids in Brazil has had and continues to have an important impact on our community. Many places where there was no hope is now filled with a sense of competence after having Eric and Kathi's consultations.

A lot of adjusting and adapting is needed and PACE Place's support has been crucial for my family and other families in Brazil. Having guidance in the moment, while life is unfolding makes possible to give the opportunity for our kids go anywhere instead of having their lives limited to clinics, school and home.

All those years on having PACE Place's guidance took my family from a place where buying a loaf of bread seemed an almost impossible task to be able to explore caves, waterfalls and even participating in street Carnival Parade in Brazil with my two boys. This feels like having life back.

If I can be of further assistance, please feel free to contact me autismo@live.com

Sincerely,

Maria Claudia Dori3n

Gutierrez Maria S

From: Kathi Calouri, Ph.D. <kcalouri@paceplace.org>
Sent: Thursday, May 19, 2016 6:48 PM
To: Gutierrez Maria S
Subject: Grandfathering Providers: Kathi Calouri, Ph.D. & Eric Hamblen
Attachments: Behavior Analysis Regulatory Board Meeting 5-20-16.pdf; Testimonials for Katherine Calouri and Eric Hamblen.docx

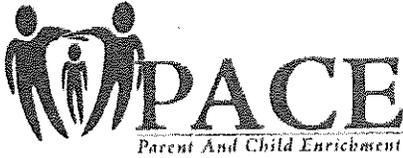
Good Evening Maria,

I have attached a letter to present to the Behavior Analysis Regulatory Board. Eric Hamblen and I have applied to be "Grandfathered" providers of ABA services in the State of Oregon and seek permanent licenses. We are unable to attend tomorrow's meeting, but wish to introduce ourselves and express our interest in participating in the Rules Advisory Committee.

I have also attached a small sampling of testimonials from professionals and parents who support our endeavor.

Thank you for your thoughtful consideration

*Sincerely,
Kathi Calouri, Ph.D.
Clinical Director
PACE Place
503.356.8334, ext. 2#
www.paceplace.org
kcalouri@paceplace.org*



Thursday, May 19, 2016

Dear Behavior Analysis Regulatory Board,

We are writing as two service providers who have applied to be "grandfathered" providers of Applied Behavior Analysis therapy in the State of Oregon.

We both have a long history of providing ABA services to children with disabilities.

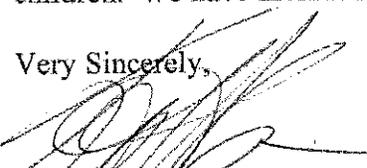
I, Katherine Calouri, Ph.D., earned my B.A. in 1985 from Claremont McKenna College where I trained under Dr. Laura Schreibman and Dr. Marjorie Charlop. I earned my M.A. in 1987 and my Ph.D. in 1996 from U.C.L.A., where I trained under Dr. Ivar Lovaas. Eric Hamblen has been working with children with disabilities since 1985 in both public and private settings. He also trained at U.C.L.A. under the supervision of Dr. Ivar Lovaas.

Together, we co-founded Project P.A.C.E., Inc. in 1992, providing therapeutic services to children with disabilities and their families. We have been dedicated professionals in our community, the State of Oregon, nationally and internationally. We are eager to continue to fill this role and are seeking a permanent license from the Behavior Analysis Regulatory Board.

We understand that a Rules Advisory Committee will convene in the coming months to create the rules for permanent licensure. We are willing and able to serve on this committee. We are available to communicate with anyone reviewing our credentials and 30 years of experience.

We became aware of the May 20, 2016 meeting only a few days ago. We sent a call for testimonials from families and professionals we have worked with over many years. We were humbled by the overwhelming support from many who understand the significant impact insurance coverage will have for families who need services to support their children. We have included a very small sample of the letters of support we received.

Very Sincerely,



Katherine A. Calouri, Ph.D.
Clinical Director
Project P.A.C.E., Inc.



Eric Hamblen
Program Director
Project P.A.C.E., Inc.

David W. Willis, MD, FAAP
Developmental-Behavioral Pediatrics
Director, Home Visiting and Early Childhood Systems
MCHB/HRSA/HHS
Rockville, MD 20815

To whom it may concern:

I am writing to urge the State of Oregon to grant a permanent license under the special considerations options for **Kathi Coulouri PhD** and **Eric Hamblen**.

I have known Kathi and Eric for over 15 yrs as I witnessed first hand how they offered the highest quality, most knowledgeable specialized, rehabilitative and applied behavioral interventions for so many of my patients and families during my clinical career in Oregon. I am a Boarded Developmental-Behavioral Pediatrician who practiced clinical specialty care in Oregon for over 35 years, and was the founding director of the Artz Center for Developmental Health in Beaverton, Oregon before being recruited to Washington DC to become the Director of Home Visiting and Early Childhood Systems for the Health Services and Resource Administration of the Department of Health and Human Services. In my leadership and clinical roles at the Artz Center, I oversaw the clinical services of a team of specialists for children and families with social communication disorders (autism spectrum disorders) and frequently needed additional specialized, family based, behavioral and ABA based intensive interventions to address complex behavioral, developmental and social challenges of patients sent to our center. We became known as THE center to address the most complicated and challenging ASD children and families. And yet, we did not have, and I suspect Oregon still doesn't have, a professional workforce of well-trained, available and effective interventionists when the behavioral and social challenges demanded wisdom, intensity and unflappability. The field of neuro-behavioral interventions for these ASD children, especially when complicated with complex family dynamics, is still in its infancy, and a community of interventionists who are available, solid, successful and dedicated still remains scarce. I was very fortunate to know and work very closely with these two professionals, who shaped and influenced my learning, understanding and commitment to the challenges of the population group.

Kathi and Eric bring a wealth of experience to provide intensive, effective and significant benefit for the behavioral, social and development needs of the most complex ASD children and families. I knew their work first hand, both from parent report and from my own observations. I saw that they always working from their traditional ABA training (I. Lovaas, himself), but much more importantly, they expanded their intervention tools with a growing breadth of innovations and discoveries depending upon the unique needs of the families and the child....in this way, they individually targeted their treatment plans. I witnessed their positive impact on families - bringing solutions, hope and long term benefit. Unfortunately, during the many years that we shared patients in successful collaborations and problem-solved teamwork, their services were NOT covered by any insurances. Additionally, I frequently had families come to me reporting the failures of traditional interventions by psychologists and ABA therapists who were, though, credentialed on traditional insurance panels. I witnessed families paying out of their pocket for Kathi and Eric's services because the services worked! Eric and Kathi gave families understanding and they provided lasting transformations that generalized to their home, school and community. People were desperate, yet informed of what worked and didn't and were willing to do whatever they could to get such help. Hence, over the 15 years of our collaboration, not only did I admire them as professionals, but we also grew together on our journey of lifelong learning, inquiry and discover to build impacts, wisdom and confidence for the most challenging situations. They were truly inspired members of my team. I watched with delight as their professional careers continued to grow as local, national and international consults, trainers and advocates.

I have always believed that it has been a travesty for my patients that their services have not been "grandfathered" into the professional panels for ASD patients, thus eligible for reimbursement by our insurances. Eric and Kathi are truly exemplary professionals, who have refined their skills over the years, not only by lifelong learning, but also by years of true, grounded, and reflective, experiences. I know of many families and physicians, including myself, who have appealed, protested and challenged the insurance companies for the approval of their services, to no avail. This barrier has remained despite the growing need across our nation to expand access to legitimate interventions. I'm thrilled that the State of Oregon is now bringing special considerations for their licensure.

Yet, I remain perplexed that this offering might still create a future unrealistic limitation for families and these professionals, by providing only a temporary license for only 18 months, rather than a permanent license. The future requirement that they restart their training in order to re-qualify for permanent license strikes me as truly humiliating and untenable

I'd be happy to discuss the merits and importance of your decision for Eric and Kathi at any time. Please feel free to contact me, as below.

Sincerely,

David W. Willis, MD, FAAP
Developmental-Behavioral Pediatrics
Director, Home Visiting and Early Childhood Systems
MCHB/HRSA/HHS
Rockville, MD 20815
dwwillis1950@gmail.com
cell:503-572-6585

Gutierrez Maria S

From: Sharon Richer <sricher808@yahoo.com>
Sent: Thursday, May 19, 2016 7:12 PM
To: Gutierrez Maria S
Subject: Testimony on Behalf of Kathi Calories and Eric Hamblen

>
>
> To Whom It May Concern:
>
> Our family has known and worked with Eric Hamblen and Kathi Calouri
> over the past 22 years.They have assisted our son who is now 26 to
> increase his ability to regulate his emotions,to navigate more complex
> social situations and to expand participation in the larger
> community.They have helped our son learn to focus on positive
> qualities and increase his self esteem.
> They have extensive skills and background that enable them to work
> with children and young adults with autism in a variety of
> settings.They have worked with our son at school,in the home and in
> the community successfully.They have shown excellent skills in
> communicating with other team members and facilitating generalization
> of the skills they teach across all settings.
> We have been able to rely on their expertise and compassion through
> different stages and challenges of our son's life and have been
> grateful to have them as a resource.We honestly have not found any
> other resource like them for their understanding of the social
> learning issues that can make it so difficult for someone with autism
> to be a part of their community and we highly recommend their
> services.
>
> Sharon Richer
> Steve Snyder
>

Gutierrez Maria S

From: Shoshana Worman <shoshana@worman.org>
Sent: Thursday, May 19, 2016 7:30 PM
To: Gutierrez Maria S
Subject: Kathi Calouri & Eric Hamblen

Hello Ms Gutierrez,

Please see below for my letter in support of Kathi Calouri and Eric Hamblen.
Please do not hesitate to contact me or my husband for any further questions you may have.

Shoshana Worman, 612-743-6597
Rob Worman, 612-805-7177

Our family has worked with many professionals over the past ten years, and I also happen to be a licensed special ed. teacher. I can say without hesitation that working with PACE Place (Eric Hamblen and Kathi Calouri) stands out as the most beneficial and impactful intervention we've ever done for our daughter.

Kathi and Eric are the best of the best, an outstanding team specializing in emotional regulation. My family has been profoundly impacted by their dynamic and effective parent-empowering approach. Eric and Kathi are remarkable in their ability to effectively teach and empower the parents who then internalize the skills required to guide their child with challenges. They have studied across disciplines and are therefore able to work with families and implement effective strategies for each individual child and parent.

After working with Eric and Kathi, my husband and I have been able to reclaim our lives, guide our beautiful daughter, and help propel her into a more regulated, more flexible, and happier life.

Kathi and Eric changed our lives. Our family is thriving. Our daughter is thriving. WE are thriving. Professionally and personally I give them a standing ovation. I will be forever grateful.

*Thank you,
Shoshana Worman*

We worked with Eric Hamblen and Pace Place for about 5 years, while our son Graham went from 4th through 8th grade.

Graham had many of the behavior characteristics of an autistic child, but did not test on the spectrum. He was diagnosed with severe ADHD.

My father, Dr. Harold Boverman, was the Chairman of Child Psychiatry at OHSU, and he had recommended a behavioral pediatrician for us to work with, Dr. David Willis.

Dr. Willis recommended we start working with Eric Hamblen the year my son was removed from the regular 4th grade classroom and sent to a behavioral classroom (BLC) with specialized teachers. Those were some of our toughest years, and we were so lucky to have Eric to work with. Graham could be very violent, he would destroy property, he would threaten to hurt others and himself. Many times we would call Eric in a panic and he was always able to talk us through the crisis.

He helped my wife and I with strategies to deal with our son, to keep him in school, and he was a great advocate for Graham.

Graham immediately formed a great relationship with Eric, and his progress in 5th grade was quite dramatic. He really looked forward to every session with Eric, to visit Pace Place facilities and to the physical challenges like the zip line and challenge courses Eric used to help him grow. By the time he was heading to middle school, he was ready to return to the regular classroom.

Graham is now very successful in his freshman year of high school, loves school and is excited about his future. We owe so much to Eric and Kathi!

I have always had to buy independent health insurance. While the ADA has made that easier and more competitive, we have always had to pay for Eric's services out of pocket. Coming from a family of mental health professionals, there was never any question of the value of Graham's treatment. While it put a strain on us financially, it was worth every penny. Eric and Kathi made special accommodations to trade services with me so we could get Graham all the attention he needed.

I would love to see those not able to pay out of pocket be able to use their services.

Best,

Randy Boverman

Gutierrez Maria S

From: Petro Tsarehradsky <ptsarehradsky@icloud.com>
Sent: Thursday, May 19, 2016 7:32 PM
To: Gutierrez Maria S
Cc: Colleen Thoresen
Subject: Testimony on behalf of Kathi Calouri and Eric Hamblen.

Dear Maria,

Colleen and I have been utilizing the services of PACE Place, specifically Eric Hamblen and Kathi Calouri, since the very early 2000's. At the time we had three children of various ages and various levels on "the ASD spectrum". What you do not know is that for years prior to the early 2000's, my wife has been on a mission to cure the disabilities of our children attempting to try anything new or innovative or well known to serve her children. After hundreds of hours and thousands of dollars (mostly out-of-pocket) my wife came to me with yet another "endeavor", this one was to spend a week at an organization called PACE Place in OR. In reading their approach it sounded unique, yet my response was that I've had enough of these adventures and I would only pursue the trip if I had total control over canceling the week at PACE Place if the initial impression was not up to my satisfaction (which was my expected outcome based on past experiences). Within the first half day and the first 20 minute "kid-trip experience" that I encountered with Eric and Kathi, my son performed things that I never thought he could do while I was being trained into competence, and my perception of another discouraging trip turned into the only place that created a true positive outcome. We have been clients ever since.

I write this story to you because there is significance in me as the husband communicating this information to you. You see, most of the special needs parents out there usually work through "the wife" as the caregiver who usually drags her husband along as much as he is willing to tolerate - that "is how it usually goes down". So for me to sit here and take the time to write my position on PACE Place is a testimonial to how impactful they have been to my boys, my wife, our relationship as husband and wife, and most importantly the life my boys are now living because Eric and Kathi had the ability to teach and serve us over the years.

PACE Place is unique, competent, thoughtful, caring, courageous, giving, persevering and capable of providing those parents in need with real results through empowerment. I highly encourage the State of Oregon to allow PACE Place the ability to strengthen their service potential to those in need. PACE Place is worth fighting for!

Regards,
Petro Tsarehradsky and Colleen Thoresen

Gutierrez Maria S

From: Elston Home Email <sselston89@comcast.net>
Sent: Thursday, May 19, 2016 7:45 PM
To: Gutierrez Maria S
Subject: Testimonial on behalf of Kathi Calouri and Eric Hamblen

To Whom it may concern,

My name is Shelly Elston and my husband, Scott, and I have a 19 year old son named Jack diagnosed with High-Functioning Autism and ADHD. In addition to those diagnoses, he has also been found to have sensory issues, processing difficulties, and a mild to moderate learning disability. In Jack's young life we had seen numerous doctors and therapists but, by the time he was almost 12, we were sliding downhill fast and couldn't find anyone that could help us with various maladaptive behaviors and meltdowns. That is, until we worked with Eric Hamblen and Kathi Calouri.

We were desperate for help when we contacted them. I vividly recall my first phone call with Kathi and her telling me "I think we can help." I was overwhelmed with raising this amazing child who didn't sleep much, was continuously in trouble at school, and whose behaviors were becoming a major challenge. We made an appointment to go to their office and meet with her. We then made an appointment to bring in Jack and have our first session with Eric. We walked away feeling we had found people who could help our family.

Notice that I said "help our family". Scott and I needed assistance in how to parent Jack. We needed to learn strategies in how we interacted with him. Things such as our facial expressions, our tone of voice, and our willingness to hold his emotional dysregulation were just a few areas that we needed to be accountable for to help Jack. It wasn't a "Jack issue" alone. Compassionately, they taught us to recognize our responsibilities as parents in assisting him to move forward in better coping skills.

Just a short synopsis of working with them has been weekly individual sessions, 2 family immersion weeks at the PACE Place house, family camp, Teen Weeks in the summer, community outings to practice new skills, etc etc. The list of learning opportunities that they have provided us would be too long to include in such a letter. But let me be clear, every session has been invaluable. We are frightened to think what would have happened to our son if we had not found them.

It has been over 6 years since we began working with Eric and Kathi and they have literally changed our lives. Jack will be graduating from high school in June. He has overcome SO MUCH. He has learned to read, he has overcome his fear of using public restrooms, he sleeps through the night, he can go out in the community without meltdowns and have fun experiences. He is experiencing life as a near-typical 19 year old young man. We, as a family, can enjoy one another's company again. The positives are innumerable.

If we could point every family to Eric and Kathi, we would. The biggest hurdle has been that their invaluable services haven't been covered by insurance yet they have given us the help that no doctor was able to provide! Jack's Psychiatrist would fully acknowledge what these 2 people have done for Jack and for our family unit that he was unable to provide himself.

Thank you for considering my input on this important matter.

Sincerely,
Shelly Elston

Sent from my iPhone

Gutierrez Maria S

From: Carol Biederman <carolc@comcast.net>
Sent: Thursday, May 19, 2016 7:57 PM
To: Gutierrez Maria S
Subject: Testimony on behalf of Kathi Calouri and Eric Hamblen

Maria Gutierrez
Board Specialist – Health Licensing Office
Public Health
700 Summer St. St. NE, Suite 320
Salem, OR 97301-1974

Dear Ms. Gutierrez,

I am writing at this time to voice my support of Eric Hamblen, and Kathi Calouri, PhD, who are being considered for insurance reimbursement approval for services to special needs children.

I am the mother of a 15 year old son, who falls somewhere on the high functioning end of the autism spectrum, and who has been seen by well over 20 service providers since he was born. He was a quirky kid from the get-go, confusing to pin down diagnostically, and he began the first of many therapies at age 4. As he aged, his behaviors became increasingly explosive at home, and I became his primary target. He takes medication for ADHD and anxiety, which has helped, but was not sufficient to prevent three hospitalizations and almost 20 months of out of home placement in a residential treatment facility. My first career was as an early childhood specialist; in theory I should have been prepared for raising a special needs child, but I was as baffled by my son as were his previous providers.

Through a long and circuitous route we were introduced to Eric, Kathi and PACE Place almost two years ago, and to say that they have kept our family intact and growing is an understatement. Kathi and Eric are those rare beings who are able to see deeply into a family system impacted by autism or other social learning challenges, who can provide both hope and practical mechanisms for moving forward into enhanced relational functioning for all involved. Eric has a quicksilver mind, a great sense of humor, and is able to hang in with kids and families as long as it takes to get to the point you need to be. Kathi is similarly gifted, with an equally brilliant mind, great warmth, sense of humor, and a willingness to explore an issue from all angles, as often as necessary, to keep things moving. In the best possible way, they are dogged in holding families safe if we are faltering, becoming mentor, cheerleader, healer, all rolled into one. Individually and together they have helped me understand how normal family dynamics can get you upside down with a special needs child, and they have helped me rebuild my confidence in my ability to parent my differently abled son. We had not been working together long when my then 13 year old son joined Kathi and Eric for a week of teen camp. It was clear when I picked my son up how deeply committed Eric and Kathi (and their crew), were to providing individualized experiences within the group setting, that allowed our kids to have normalizing experiences, and have fun in the process. I realized in talking to other parents that many of them had been with Kathi and Eric for some time, felt of them as extended family (albeit with strong therapeutic boundaries that kept kids safe, and learning), and felt that Eric and Kathi offered something unique within the autism community. How true this is I have seen borne out over time.

A few months later, my son ended up in Juvenile Hall for aggression towards me. Eric went with me to retrieve my son, and we went straight to PACE Place. To say I was scared for my son, what the future might hold for him, can't come close to what I was experiencing. Eric took it all in, began by helping me believe in myself and my son, then set about helping us each understand our piece in the dynamics, and shift them. We spent time out in the community practicing skills that needed honing; we spent time building positive experiences to get us through the tough times. Most importantly, in that moment, Eric began helping me understand social learning challenges through the lens of my son, which enabled me to be a much more effective parent. Neither Kathi nor Eric shy from being kindly honest, even when that is painful. Both look for the positive to build upon, and both have vast repositories of knowledge, training, previous

work with kids and families to draw upon. Both listen closely to what both kids and adults have to say, and have the uncanny ability to translate from parent to child in a way both can hear, and more importantly, use. They are pro-active, and set families up to succeed. One strategy they use, "phone a friend" (calling Kathi or Eric) has allowed my son to begin to ask for outside feedback, which they are skilled in giving in a way a highly charged kid can hear, and put to use. Their willingness to think outside the box, be available when needed, not just during office hours, has been invaluable in turning situations around before they become unmanageable. They instruct not only with words, but with presence, and heart, and the knowledge that comes from years of working with special needs kids.

My son and I spent more time at PACE, and we had an opportunity to work more closely with Kathi the second time around. She was able to provide experiences for my son that allowed him to begin to engage with a woman without becoming aggressively confrontational. Her wit and wisdom have helped him begin to learn that he doesn't need to be right all the time, and can be okay being a kid in part of a family. Her firm and steady presence helped him revise his need to control situations, as did Eric's quiet and insistent revisiting of "how's that working for you"? Both are able to hold space for a child while they begin to explore and experiment with more relational ways of being in the world. Their belief, that emotions drive behavior, and that change begins within relational bonds, appears to be what is helping my son change and open to the world.

We work with Eric on an almost weekly basis (seeing Kathi when he is not available), which has allowed for an even deeper level of change to occur. Eric is skilled at getting through the defensive shield my son presents to the world, and challenges him to let go of errors in thinking that get him hung up with others. The respect and admiration my son has for Eric has begun to translate into a softening of my son's guardedness towards him, and the outside world, resulting in more openness to others on my son's part, and the beginnings of curiosity about others—something not common in teens, especially those with social learning challenges.

It is hard to describe the experience of being the parent of a child with social learning challenges, and harder still to describe the intersection of personal lives with well-meaning professionals. Both Eric and Kathi are actively engaged in partnering with, joining families' lives to enable change, not in taking a therapeutic model and fitting it to a given situation. Their respect for the families and other professionals they work with is palpable. And, having been at this as many years as I have, there have been moments where I have been prickly, unsure, fearful, challenging. Never once have they faltered in meeting me with kindness, respect, a willingness to get to the bottom of my fears, and address them. Through knowing them, I have grown as the mother of a special needs kid, but also as a human being.

It is my sincere hope that you will grandfather them in, so to speak, as they have so much to offer the special needs community here. Your consideration is greatly appreciated.

Sincerely,

Carol Biederman

Gutierrez Maria S

From: ROBERT <saltspring@comcast.net>
Sent: Thursday, May 19, 2016 8:07 PM
To: Gutierrez Maria S
Subject: Testimony on behalf of Kathi Calouri and Eric Hamblen
Attachments: Testimonial for Eric Hamblen.docx

Dear Maria,

Please find the attached letter speaking on behalf of Eric Hamblen. We support Eric gaining special consideration for his serves to be included on insurance plans.

Thank you for your consideration.

Robert and Wendy Hawthorne
20950 SW Erin Terrace
Beaverton, OR 97003
503-848-6234

Maria Gutierrez
Board Specialist – Health Licensing Office
Public Health
Maria.s.gutierrez@state.or.us
700 Summer St. St. NE, Suite 320
Salem, OR 97301-1974

Dear Maria:

I am writing in support of Eric Hamblen being given special consideration so that the services he offers would be eligible to be covered by insurance.

I write both as an educator and as a parent of a child with special needs.

As an educator, I was witness first hand to the skill Eric brought to assist a student of mine with Traumatic Brain Injury. Eric came into my classroom and taught my students and me how to support my student Sam so that he could function at his highest level. It was stunning to watch his expertise transform the learning environment which was full of roadblocks into an accessible learning space in which Sam could not just survive, but thrive. Because of Eric, we discovered things in the process that Sam was able to do that we had not realized he could do. And Sam was empowered to make social connections to a community of students who understood Sam because Eric broke down that barrier.

As a parent of a child with Down Syndrome who has communication disorder and cognitive disability, Eric has provided essential support to our Isaac and to us as parents. He has worked with us in our home and at school, providing valuable expertise to us and to his teachers on ways to engage with Isaac, and to support him behaviorally, socially and cognitively. His assessments were spot on, his recommendations were transformational and his care and attention to detail were unparalleled. In the case when he sat with us in our son's classroom to determine why our son was hitting other students, Eric saw the situation through a fresh set of eyes (one's which clearly understand the complexities of human social relationships) and within 30 minutes had a solution to the problem. And it worked. What had taken countless hours of trying to figure out what was Isaac's trigger; Eric's expertise solved the problem nearly instantly.

Eric Hamblen has been a Godsend in helping us navigate the perilous road of raising a child with communication, social and cognitive impairments. We cannot emphasize enough the value that is has meant to us. It would be a great benefit to many parents, including us, if Eric's services were allowed through insurance.

Sincerely,

Robert and Wendy Hawthorne
20950 SW Erin Terrace
Beaverton, OR 97003
503-848-6234

Gutierrez Maria S

From: Paul Terdal <paul@terdal.org>
Sent: Thursday, May 19, 2016 8:52 PM
To: Gutierrez Maria S; HLO - Info
Subject: Public comment to Behavior Analysis Regulatory Board for May 20, 2016 meeting on rules for grandfathering
Attachments: TerdalP comment to BARB 2016-05-20.pdf

Dear Maria,

I have attached my public comment to the Behavior Analysis Regulatory Board for the May 20, 2016 meeting, regarding rules for grandfathering.

I'm also interested in serving on the Rules Advisory Committee as a consumer advocate.

Please let me know if you have any questions; I can be reached by e-mail or at (503)984-2950.

Sincerely,

Paul Terdal

May 20, 2016

To: Behavior Analysis Regulatory Board
From: Paul Terdal
Re: Public Comment to the BARB – rules for grandfathering

Dear members of the Behavior Analysis Regulatory Board,

Thank you all for your service as volunteers in this important role.

One of your key tasks over the next few months will be to develop administrative rules on the permanent licensing of those “grandfathered” Applied Behavior Analysis providers who have submitted a declaration of practice confirming that they were practicing ABA before Governor Kitzhaber signed SB365, our original Autism Health Insurance Reform bill in 2013. I understand that about five (5) providers have applied, including Barbara Avila, Dr. Kathi Calouri, Eric Hamblen, Stephanie Gorman and Pam Smith. All of these individuals have been helping patients in Oregon with autism for many years – in several cases, since long before the incorporation of the BACB, Inc. or development of the BCBA credential. Two of them were trained directly by Dr. Ivar Lovaas, and assisted him with his groundbreaking research on the effectiveness of ABA therapy in the 1980s.

SB696 gives this Board considerable flexibility in determining requirements for permanent licensure for these grandfathered providers [Section 3(2)(b)(B), Chapter 674, Oregon Laws 2015] – but it is essential to remember that it is the policy of the State of Oregon that “the public be involved ... in the drafting of rules” and “to seek public input to the maximum extent possible *before giving notice of intent to adopt a rule.*” [ORS 183.333(1)]. Specifically, while this Board is the final decision maker on the rules, it must proactively seek input from the stakeholders who will be affected, including small businesses, *before writing the draft rule and before seeking formal public comment.*

Because the number of grandfathered providers in scope is small, I encourage you to invite all five (5) of them to participate in a Rules Advisory Committee, along with consumer and insurer / CCO representatives, who are the key stakeholders. I would be happy to participate as a consumer advocate, and I understand that the Autism Society of Oregon has also asked to be included.

In particular, I encourage members of this Board to speak directly with the grandfathered providers to better address any individual concerns that you may have about their qualifications or practices, and to seriously consider their input as you make your decisions.

In developing these rules, I suggest you consider the following:

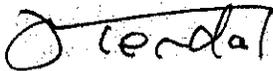
- The concept of “grandfathering” existing providers is not new. It has been done with other boards when they were first formed, such as the speech and occupational therapy boards, and is

also specifically considered in the BACB, Inc.'s own "Model Act for Licensing/Regulating Behavior Analysts."

- The Board's implementing legislation, SB696, is currently structured as a "title act" giving the Board the authority to confer the title of "Licensed Behavior Analyst" and to regulate the "professional methods and procedures to be used by individuals licensed" – but not to regulate the unlicensed practice of ABA. By accepting a license from the BARB, these providers will be placing themselves under the Board's authority and will be subject to the Board's ethics rules. Without a license, it may be difficult for them to obtain insurance reimbursement, but they will be free to continue practicing ABA therapy with no oversight by this or any other Board.
- In developing SB696 last year, legislators expressed strong interest in ensuring that the grandfathering process was fair and balanced, and seriously considered the input of impacted stakeholders. This was driven by concerns that the previous Board may not have collaborated well with stakeholders in developing registration rules for other licensed professions, which the legislature was required to overturn. This interest in a fair grandfathering process was a major consideration both in determining the make-up of the Board and in screening individual applicants for appointment. "Fair" doesn't mean giving stakeholders whatever they want – but it does mean listening to their ideas seriously and making a good-faith effort to incorporate their views where possible.

In the long run, I would expect the Board's implementing legislation to be revised to give majority voting control to the board's own licensees – as is standard for all other Oregon boards – and to convert it into a "practice act" with direct authority over the practice of ABA. However, I believe the legislature's decision to do so will be guided in large part by the Board's demonstration of its ability to collaborate with stakeholders in developing appropriate rules for grandfathering.

Sincerely,

A handwritten signature in black ink that reads "Paul Terdal". The signature is written in a cursive, slightly slanted style.

Paul Terdal

Gutierrez Maria S

From: Mardi <mardigotesman@yahoo.com>
Sent: Thursday, May 19, 2016 8:52 PM
To: Gutierrez Maria S
Subject: Fwd: Testimonials

Sent from my iPhone

Begin forwarded message:

From: Mardi <mardigotesman@yahoo.com>
Date: May 19, 2016 at 7:21:18 AM PDT
Subject: Re: Testimonials

To whom it may concern,

I am a past employee of Eric Hamblen and Kathi Calouri. I worked for/with them for 8 years. During my time with them I received intensive training to develop my skills as a therapist working with children with special needs and their families. They were wonderful teachers and very supportive in my journey of learning.

They have a whole family approach to helping these children. Though OT, Speech, ABA, and other therapies are helpful their approach is somewhat incredible.

When you live with a child with special needs it affects the entire family. Daily living can be close to impossible, very stressful, and often debilitating.

Kathi and Eric treat the whole family system. They find the weak links and guide the family to incorporate new strategies to live and enjoy life. With their PACE Place house the entire family can be immersed in a new lifestyle.

I would encourage you to accept them for insurance coverage. Their way of "therapy" is like nothing else out there. So many more families could benefit with your help.

Sincerely,
Mardi Gotesman

Sent from my iPhone

On May 17, 2016, at 8:43 PM, Eric Hamblen <ehamblen@paceplace.org> wrote:

Wish I could but they did not tell us anything. They did not clarify. In fact it was more of a suggestion from one of committee members. So anything would be helpful. Thank you Mardi

Eric Hamblen

Program Director
PACE Place and Connector Rx
2360 SW 170th Ave.
Beaverton, OR 97003
Direct: 503-888-3939
Office: 503-356-8334 ext 1#
Fax: 503-365-8726
www.PACEplace.org
www.ConnectorRx.com

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On May 17, 2016, at 8:36 PM, Mardi <mardigotesman@yahoo.com> wrote:

Eric-
That is amazing!
Congrats!!!

What do you need from me? Can you be more specific?

-Mardi

Sent from my iPhone

On May 17, 2016, at 7:15 PM, Eric Hamblen
<ehamblen@paceplace.org> wrote:

Hello Friends,
The state of Oregon is considering grandfathering in a few professionals to with extensive experience in working with children and with families with children with social learning challenges. Kathi and I among the five professionals that are under special consideration. The benefit to families in Oregon is that we will be able to help families receive insurance coverage for our services. This is a very exciting prospect. For the past 26 years insurance companies have not covered the services we offer to families. That said, they are wanting us to provide support for our services from families we have supported throughout the years. Unfortunately they let us know of all of this this morning via email. They are giving each provider until Friday to state their case for special consideration of being grandfathered into the insurance game. We would appreciate any support any of you would be willing to provide. A brief to moderate testimony stating your experience working with Kathi and/or I would be incredibly helpful. An email in response to this would be greatly appreciated. Thank you in advance for any and all support you are willing to share.

Sincerely,
Eric

Eric Hamblen
Program Director
PACE Place and Connector Rx
2360 SW 170th Ave.
Beaverton, OR 97003
Direct: 503-888-3939
Office: 503-356-8334 ext 1#
Fax: 503-365-8726
www.PACEplace.org
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SRINI RAMASWAMY

1 Cambridge Way, West Windsor NJ 08550 732-277-1693
srini.ramaswamy@gmail.com

19 May 2016

Re: Testimonial regarding Mr. Eric Hamblen and Dr. Kathi Calouri

To whomsoever it may concern:

It is my pleasure and privilege to write this letter as a testimonial to the professional excellence of Eric Hamblen and Kathi Calouri, and the value that their services provide to clients worldwide.

My wife Shubha Anantha and I have a 14 year old son Siddharth who has Autism Spectrum disorder. We have traveled as a family to Portland, OR to consult with Eric and Kathi four times in the six years since 2010. We have sought their services repeatedly because of the immense value they bring to families that are raising children on the spectrum.

In my opinion, the value they bring derives from not just their professional excellence as individual therapists, but from the philosophy underlying the PACE PLACE program. They understand that teaching parents to become more effective with their special-needs children goes much further than any therapist can achieve through their more limited-time exposure. Therefore, PACE PLACE is designed to be an immersion program, having families visit and stay on premises, observing the children and the adults in a home setting and coaching the parents to become more effective with their children.

For our family, the interactions with PACE PLACE have been very beneficial. Eric and Kathi have through the years helped devise concrete strategies to

address issue after issue that we have faced. Perhaps even more important, through their "in-home" observation and professional insights, they have helped us understand the psychology of our son better - this has proven invaluable to us, as this understanding begets better strategies to help our son.

The pragmatism as well as inventiveness of their approach is perhaps well illustrated by a simple tool that they have developed - the Connector. Armed with their deep insights regarding the role of confidence and anxiety in social behavior, they have developed a simple solution - the Connector, which is just a well designed belt that unobtrusively connects parent and child, mitigates anxiety and greatly de-stresses the child. I have seen the dramatic effect of this simple adaptation when my son was younger. This is just one example of Eric and Kathi's ability to combine professional insight and creative problem solving to offer practical tools to their clients.

Eric and Kathi are both gifted therapists in their own right, in addition to being great people. Together, and given the "immersion" nature of their program, they add immeasurable value to families dealing with the challenges of autism. I have direct experience of this via my family's experience, but this is also true for numerous families globally who seek their services.

I wholeheartedly endorse measures that would enable them to broaden their reach and help more families. Should you have any questions, please do not hesitate to contact me.

Sincerely yours,

Srini Ramaswamy

Gutierrez Maria S

From: Raun Melmed <raun.melmed@melmedcenter.com>
Sent: Thursday, May 19, 2016 9:30 PM
To: Gutierrez Maria S
Subject: Testimonials

May 17, 2016

To whom it may concern

I have had the pleasure of working with Eric Hamblen and Kathie Calouri in the context of them providing services to my patients in Arizona. They are exceptional! Parents talk about them in hushed tones referring to the ways they have interacted with them and their children. It is indeed through them that we have learned best how to provide exceptional behavioral services to our needy population.

Through evidenced based, child focused, family centered, culturally competent methodologies they have brought highly efficacious yet parsimonious services to this group. Their passion and compassion is greatly admired.

I would recommend them unreservedly.

Raun Melmed, MD
Developmental Pediatrician
Co-founder and Medical Director, Southwest Autism Resource and Research Center
Director, Melmed Center

We started therapy when our son was about two. We were worried because he hadn't started talking, but also, socially, he seemed more interested in "doing his own thing." He wasn't looking at us very much; he wasn't seeking to play with us or other kids; and he didn't seem interested in making any friends. So we started speech and occupational therapy, every week. The goal was to get Lewis to use language, to communicate, and we would try to do this by getting him to play.

But our sessions were often a huge struggle because of the significant challenges we faced in managing his behavior. It was just wildly difficult to predict. One minute, he would seem calm and happy. But then, the therapist might do something as innocent as just closing the door to the therapy room. And our sweet little boy would just explode. His tantrums included not just screaming, flopping on the floor or crying. He might ALSO kick one of us, or bite one us - including the therapist.

But the worst behavior was the most frightening; he would get so frustrated that all he could think to do was start banging his head against something hard: maybe the floor, which wasn't always carpeted, or maybe against a wall, or maybe that door we tried to close.

So imagine yourself being a new parent. And here's your first born child, as cute and adorable as can be, the apple of your eye. And he's causing himself physical harm. He's hurting himself. Maybe even risking some kind of permanent damage. And he doesn't really even know it. And on his head, he has a goose egg, maybe the size of a walnut, and it's black and blue.

Commented [s1]: LOVE IT!

And so this went on for about four years, and as Autism presented greater and greater challenges for our son, and for our family.... our lives became...well, the words "chaotic" and "exhausting" seem like they just scratch the surface. Families we knew that kids the same age as Lewis were starting to enjoy things like youth sports, playing board games, class field trips or special nights at school, maybe even a family trip to Disneyland. For us it was significantly different.

Basically, we were simply afraid of going anywhere with our son. ~~We just didn't know what was going to happen.~~ We didn't know and often couldn't possibly predict what that little spark might be that would ignite the powder keg. And we just didn't want to risk it. We had tried lot of outings - the grocery store, restaurants, the library, family functions.....and they would always end up with our son in a HUGE tantrum, screaming, pinching, kicking, biting.....and of course, banging his head.

At home and at school, things were really tough. His challenges with Autism encompassed all phases of his life - potty training (he was still wearing a diaper at age 7), not sleeping through the night, getting him to eat a variety of foods, getting him interested in toys or activities other than videos or the computer.

Our son was seven years old, had all of these challenges, and we just didn't know what we could do. We felt trapped; that our lives would just go one like this....or get worse. There was just a lot of frustration, and not a lot of hope.

In 2008, our occupational therapist came to us with an idea. She had come to the realization that if we were going to break through somehow with our son a different kind of approach was necessary. The idea of bringing in a behavioral consultant, Eric Hamblen & Kathi Calouri, from an organization called PACE. This was a pivotal moment in our son's life. It really marked beginning of change for the better, and really became a new life, for our family. I always say – "PACE changed our life"

Working with PACE, we tackled our son's behavior head on, which meant addressing the most difficult circumstances right away. Slowly but surely, we started to see progress. ~~Physically, emotionally, those first couple of years, 2008 and 2009 were really tough.~~ But then Lewis started to show us what he could do – he learned to go to the bathroom on his own; he got out of diapers after 7-8 years; he slept the night; he would play with us; he'd help us fix dinner and do chores around the house; we could go for walks, and yes, we could even go to the store...and not have a meltdown.

Since 2008, PACE has been our single resource for therapy. The program has been invaluable to us. For our family, we've seen that it is indeed possible to live with autism and live without so much fear and anxiety. That even though the road will continue to be challenging, quality of life is possible. This is truly only possible because of our work with PACE.

Christy Croghan
503.351.4721

Gutierrez Maria S

From: David Willis <dwwillis1950@gmail.com>
Sent: Friday, May 20, 2016 3:57 AM
To: Gutierrez Maria S
Subject: Testimony on behalf of Kathi Calouri and Eric Hamblen

Maria Gutierrez
Board Specialist-Health Licensing Office
Public Health
Salem, Oregon 97301

Dear Ms Gutierrez

I am writing to urge the State of Oregon to grant a permanent license under the special considerations options for **Kathi Calouri PhD** and **Eric Hamblen**.

I have known Kathi and Eric for over 15 yrs as I witnessed first hand how they offered the highest quality, most knowledgeable specialized, rehabilitative and applied behavioral interventions for so many of my patients and families during my clinical career in Oregon. I am a Boarded Developmental-Behavioral Pediatrician who practiced clinical specialty care in Oregon for over 35 years, and was the founding director of the Artz Center for Developmental Health in Beaverton, Oregon before being recruited to Washington DC to become the Director of Home Visiting and Early Childhood Systems for the Health Services and Resource Administration of the Department of Health and Human Services. In my leadership and clinical roles at the Artz Center, I oversaw the clinical services of a team of specialists for children and families with social communication disorders (autism spectrum disorders) and frequently needed additional specialized, family based, behavioral and ABA based intensive interventions to address complex behavioral, developmental and social challenges of patients sent to our center. We became known as THE center to address the most complicated and challenging ASD children and families. And yet, we did not have, and I suspect Oregon still doesn't have, a professional workforce of well-trained, available and effective interventionists when the behavioral and social challenges demanded wisdom, intensity and unflappability. The field of neuro-behavioral interventions for these ASD children, especially when complicated with complex family dynamics, is still in its infancy, and a community of interventionists who are available, solid, successful and dedicated still remains scarce. I was very fortunate to know and work very closely with these two professionals, who shaped and influenced my learning, understanding and commitment to the challenges of the population group.

Kathi and Eric bring a wealth of experience to provide intensive, effective and significant benefit for the behavioral, social and development needs of the most complex ASD children and families. I knew their work first hand, both from parent report and from my own observations. I saw that they always working from their traditional ABA training (I. Lovaas, himself), but much more importantly, they expanded their intervention tools with a growing breadth of innovations and discoveries depending upon the unique needs of the families and the child....in this way, they individually targeted their treatment plans. I witnessed their positive impact on families - bringing solutions, hope and long term benefit. Unfortunately, during the many years that we shared patients in successful collaborations and problem-solved teamwork, their services were NOT covered by any insurances. Additionally, I frequently had families come to me reporting the failures of traditional interventions by psychologists and ABA therapists who were, though, credentialed on traditional insurance panels. I witnessed families paying out of their pocket for Kathi and Eric's services because the services worked! Eric and Kathi gave families understanding and they provided lasting transformations that generalized to their home, school and community. People were desperate, yet informed of what worked and didn't and were willing to do whatever they could to get such help. Hence, over the 15 years of our collaboration, not only did I admire them as professionals, but we also grew together on our journey of lifelong learning, inquiry and discover to build impacts, wisdom and confidence for the most challenging situations. They were truly inspired members of my team. I watched with delight as their professional careers continued to grow as local, national and international consults, trainers and advocates.

I have always believed that it has been a travesty for my patients that their services have not been "grandfathered" into the professional panels for ASD patients, thus eligible for reimbursement by our insurances. Eric and Kathi are truly exemplary professionals, who have refined their skills over the years, not only by lifelong learning, but also by years of true, grounded, and reflective, experiences. I know of many families and physicians, including myself, who have appealed, protested and challenged the insurance companies for the approval of their services, to no avail. This barrier has remained despite the growing need across our nation to expand access to legitimate interventions. I'm thrilled that the State of Oregon is now bringing special considerations for their licensure.

Yet, I remain perplexed that this offering might still create a future unrealistic limitation for families and these professionals, by providing only a temporary license for only 18 months, rather than a permanent license. The future requirement that they restart their training in order to re-qualify for permanent license strikes me as truly humiliating and untenable

I'd be happy to discuss the merits and importance of your decision for Eric and Kathi at any time.
Please feel free to contact me, as below.

Sincerely,

David W. Willis, MD, FAAP
Developmental-Behavioral Pediatrics
Director, Home Visiting and Early Childhood Systems
MCHB/HRSA/HHS
Rockville, MD 20815
dwwillis1950@gmail.com
[cell:503-572-6585](tel:503-572-6585)

Gutierrez Maria S

From: Ron McAfee <ronmcafee58@gmail.com>
Sent: Friday, May 20, 2016 6:23 AM
To: Gutierrez Maria S
Subject: Testimonial Pace Place

Eric - Kathy,

just a short update on how we're all doing. Jack continues to thrive using the coping skills all of us learned and practiced during our visits with you. His social skills are above average in that he is always courteous and thoughtful of others.

Most of all, he is able to regulate his emotions in any situation even ones that are trying for most typical adults. In the past it was a fight or flight situation and we haven't experienced this happening after working with you.

He is thriving at school, participating in FFA where he is competing in the tractor driving skills and judicial courtroom proceedings.

He was the high schools football team manager last year and has been asked by all the coaches and players to do it again this year - he accepted with pride!

Thanks to you two we were able to teach Jack new tools to deal with the affects of his autism. You also gave us, Laurie and I and his sister Ashlie skills to better care and communicate with Jack.

You guys are exceptional at what you do and we think of you regularly and are thankful that we had the opportunity to take advantage of your coaching.

Sincerely,

Ron and Laurie McAfee

Gutierrez Maria S

From: Christin McIntyre <christin.mcintyre@gmail.com>
Sent: Friday, May 20, 2016 7:01 AM
To: Gutierrez Maria S
Subject: Testimony on behalf of Kathi Calouri and Eric Hamblen

Dear Maria,

I am writing in support of Kathi Calouri and Eric Hamblen, in hopes they will be grandfathered by the State to be covered by insurance companies for their work as professionals helping children with social learning challenges and their families. As a Psychiatrist, I am personally witness to at least twenty cases in the past fifteen years, in which the work they have done has been transformational for a child and his or her family. The services they have provided many families has actually made the difference between them continuing to live as a functional family unit, versus breaking down and separating, and/or children entering foster care. In addition to the extraordinarily practical and valuable skills Eric and Kathi have to teach children and families, as professionals they are both a pleasure to collaborate with, and provide an invaluable complement to the limited interventions medical providers have to offer children with social learning challenges. Allowing insurance reimbursement for their services would be a tremendous help to many families who lack the means to otherwise pay out of pocket, and I would expect that those insurers would see a significant cost savings as a result of paying for their help sooner, compared with the expense of more intensive interventions that could otherwise have been avoided.

I hope this information is helpful to you. Please let me know if I can be of further assistance.

Sincerely,

Christin J. McIntyre, MD, PhD
Psychiatrist
2250 NW Flanders St #306
Portland, OR 97210
(503) 276-1295

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Christin J. McIntyre, MD, PhD

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REPRESENTATIVE OREGON LICENSURE REQUIREMENTS

LICENSED PROFESSION	MINIMUM DEGREE	COURSEWORK	EXPERIENTIAL TRAINING	NATIONAL EXAM	SOURCE OF ELIGIBILITY STANDARDS	SOURCE OF EXAM CONTENT
<p>Psychology http://www.oregon.gov/OBPF/pages/index.aspx</p>	<p>Doctoral degree in psychology from program accredited by American Psychological Association or Canadian Psychological Association or with accreditation pending</p>	<p>Core Program Areas. Must include 3 semester or 4.5 quarter hours in each:</p> <ul style="list-style-type: none"> • Scientific and professional ethics and standards; • Research design and methodology; • Statistics; • Psychometric theory; • Biological bases of behavior; • Cognitive-affective bases of behavior; • Social bases of behavior; and • Individual differences in behavior. <p>Clinical Psychology Coursework. Must include 18 semester or 27 quarter hours in the following areas:</p> <ul style="list-style-type: none"> • Personality and intellectual assessment; • Diagnosis; • Therapeutic intervention; and • Evaluating the efficacy of intervention. <p>Practicum. Must include:</p> <ul style="list-style-type: none"> • A duration of at least two semesters; AND • At least 300 hours of supervised psychological services; AND • Meet other minimal program requirements* <p>Internship. Must include:</p> <ul style="list-style-type: none"> • At least 1,500 hours of supervised experience completed within 24months; AND • 25% direct client contact; AND • Meet other minimal program requirements* 	<p>12 months/at least 1500 hours of psychological services supervised by a licensed psychologist</p>	<p>Examination for the Professional Practice in Psychology managed by the Association of State and Provincial Psychological Boards</p>	<p>American Psychological Association</p>	<p>Job analysis studies commissioned by Association of State and Provincial Psychological Boards</p>

LICENSED PROFESSION	MINIMUM DEGREE	COURSEWORK	EXPERIENTIAL TRAINING	NATIONAL EXAM	SOURCE OF ELIGIBILITY STANDARDS	SOURCE OF EXAM CONTENT
Speech & Language Pathology http://www.oregon.gov/dsp/pa/Pages/licensing.aspx - Required Items For Speech-Language Pathology License	Master's, doctoral, or other post-baccalaureate degree in speech-language pathology from program accredited by Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA)	Minimum of 75 semester hours pertinent to speech-language pathology; <ul style="list-style-type: none"> must include at least 36 graduate credits in speech-language pathology and clinical practicum of 400 hours supervised by an SLP who holds the Certificate of Clinical Competence (CCC) issued by ASHA. 	1,260 hours supervised by an SLP who holds the CCC."	Praxis II Examination in SLP managed by the Educational Testing Service	Council for Clinical Certification in Audiology & Speech-Language Pathology of ASHA	Practice analysis studies commissioned by ASHA, and subject matter experts nominated by that organization work with the Educational Testing Service to develop exam items
Occupational Therapy http://www.oregon.gov/otlb/pages/ind_ex.aspx	Master's or doctoral degree from program accredited by Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)	The Board recognizes educational programs for occupational therapists currently accredited by the Accreditation Council for Occupational Therapy Education (ACOTE)	For Level II Fieldwork: a minimum of 24 weeks full-time for occupational therapy students	Occupational Therapist Registered (OTR) exam managed by the National Board for Certification in Occupational Therapy (NBCOT)	National Board For Certification in Occupational Therapy	Practice analysis studies conducted by NBCOT

LICENSED PROFESSION	MINIMUM DEGREE	COURSEWORK	EXPERIENTIAL TRAINING	NATIONAL EXAM	SOURCE OF ENLIGHTENED STANDARDS	SOURCE OF EXAM CONTENT
<p>Counseling http://www.oregon.gov/olb/pct/pages/index.aspx</p>	<p>Graduate degree in counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Council on Rehabilitation Education (CORE), or approved by licensing board</p>	<p>Minimum 2 yr program, 48 semester hours or 72 quarter credit hours:</p> <ul style="list-style-type: none"> • Counseling Theory • Human Growth and Life Span Development • Social and Cultural Foundations • Helping Relationship • Group Dynamics • Lifestyle and Career Development • Appraisal and Diagnosis of Individuals • Research and Evaluation • Professional Orientation • Internship/Practicum • Supporting Coursework for Specialty Areas 	<p>At least 2,400 direct client contact hours of counseling supervised by licensed mental health professional who was also a National Certified Counselor, Certified Clinical Mental Health Counselor, Certified Rehabilitation Counselor, or Certified Career Counselor, or approved by American Assoc. for Marriage and Family Therapy, Center for Credentialing and Education, or American Assoc. of Pastoral Counselors</p>	<p>National Counselor Examination, Certified Clinical Mental Health Counselor Examination, Certified Rehabilitation Counselor Examination, or other competency exam approved by licensing board. Must achieve passing score set by National Board for Certified Counselors (NBCC)</p>	<p>National Board for Certified Counselors</p>	<p>NBCC-regular review and development to ensure it represents the current reality of practice and research in the counseling profession</p>

LICENSED PROFESSION	MINIMUM DEGREE	COURSEWORK	EXPERIENTIAL TRAINING	NATIONAL EXAM	SOURCE OF ELIGIBILITY STANDARDS	SOURCE OF EXAM CONTENT
Behavior Analysis	Licensed Behavior Analyst: Master's or doctoral degree in behavior analysis, psychology, education, or another area with a course sequence in behavior analysis approved by Behavior Analyst Certification Board (BACB)	Licensed Behavior Analyst: • 270 classroom hours of graduate-level instruction in behavior analysis as follows: - Ethics & Professional Conduct - 45 hours - Principles of Behavior Analysis - 45 hours - Research Methods in Behavior Analysis - 45 hours - Applied Behavior Analysis - 105 hours - Discretionary - 30 hours	Licensed Behavior Analyst: • 1,500 hours supervised fieldwork, • 1000 hours BACB-approved university practicum, or • 750 hours BACB-approved intensive university practicum in behavior analysis, supervised by Board Certified Behavior Analyst or Board Certified Behavior Analyst - Doctoral who has passed competency-based trainings on effective supervision and BACB supervised experience standards	Licensed Behavior Analyst: • Board Certified Behavior Analyst (BCBA) certification exam managed by BACB	Behavior Analyst Certification Board	Job analysis studies conducted by BACB

Edw ABA

Supervised
EXP ABA

Clinical/
Applied/Scholarship

1. ECSE teacher (3 yrs)
in Public Sch -
(BAI level) (4 yrs)

2. BAI level (3 yrs)

Minimum LBA req.

1. Masters related field
(or PhD)

2. Supervised exp (1500 hr)
(ind.)

3. passed BACB exam

4. ABA - approved course org.

RAC

Edu (other)

M. Ed. SpEd
enrolled in masters
of BACB approved programs

- (2) 9. parent advocacy
- (1) 10. SpEd director
- (1) 11. O LHP admin
- (1) 12. payer

1. LBA S (BCBA, BCBA-D)

2. BA/S supervised

3. parents receiving ABA from

4. Specialists 2. parent 1. parent

5. higher edu - 4 yrs BACB approved

6. parent 1. parent 1. parent

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Other Board Business

