

# **Fort Worth Independent School District**

## **Pre-Doctoral School Psychology**

### **Internship Booklet**

**2010 – 2011**

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Accredited by the  
**American Psychological Association**

**Member of APPIC  
Program Code # 1651  
APPIC Match # 165111**

Pre-Doctoral School Psychology Internship Booklet

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## OVERVIEW

Fort Worth Independent School District has offered a professional internship in school psychology for more than 25 years. The American Psychological Association (APA) has accredited the pre-doctoral program since 1997. The site visit in April 2003 resulted in a five-year extension of APA accreditation. Reaccreditation is in progress. This program offers expansive opportunity to work with a diverse student population, as well as a high degree of flexibility to meet the skills and interests of each intern. The multi-faceted training program of 1,800 hours is scheduled to be completed over 10.5 months. A 12-month / 2000-hour option is available. Fort Worth ISD is committed to assuring that its interns receive broad exposure to quality training.

The wide range of diversity in students and staff, as well as access to unique and innovative programs within the district and the community, enable the internship to offer considerable flexibility in developing individualized programs to meet the specific goals of each intern. Multiple didactic and supervisory experiences combine with active involvement in “hands on” experiences to assure interns an enriched learning experience. Consultation, counseling, crisis intervention, suicide and violence risk assessment, and intellectual, academic and personality evaluations are promoted experientially with a culturally diverse student population. Direct and experiential training are provided in assessment techniques, intervention strategies, supervision, ethical principles, and legal guidelines most frequently expected of psychologists working in schools. Interns are encouraged to pursue specialized interests through participating in rotations, placements, and special assignments that focus on particular populations or services. These opportunities include addressing the needs of autistic, truant, or traumatized students and promoting conflict resolution skills with emotionally disturbed and socially maladjusted youth. Interns with second language skills receive training in conducting bilingual assessments.

Interns are integrally involved with students in the schools and by assignment through the Psychological Services Department. Interns consult with teachers and parents and work with both general education and special education students. They support school faculty regarding academic, behavioral, and emotional needs of students. Formal evaluations are conducted to investigate learning disabilities, emotional disturbance, or other problems that affect learning in order to make recommendations that address the student’s needs. Interns train for and assist in individual and school-wide crises. They engage in educational planning that may involve a single child and or a large body of educators. They attend didactic seminars, training sessions, and supervision. Research is a small yet important component of the experience. They develop professional goals and objectives over which they receive formative evaluations three times per year. Interns log their activities and generate a portfolio of services rendered.

Psychological Services received the Outstanding Delivery of School Psychological Services Award from the Texas Association of School Psychology in 1997. The staff consists of 29 full-time positions of Licensed Specialists in School Psychology (LSSP), the Director, and two administrative assistants. Nine LSSPs have doctorate degrees and three are also Licensed Psychologists.

## APA ACCREDITATION

The Fort Worth Independent School District pre-doctoral internship is accredited by the American Psychological Association. It maintains the standards set by APA and abides by its Guidelines and Principles for Accreditation of Programs in Professional Psychology. Any questions or concerns should be addressed to:

Office of Program Consultation and Accreditation  
Educational Directorate  
American Psychological Association  
750 First Street NE  
Washington, DC 20002-4242  
(202) 336-5979

## APPIC MEMBERSHIP

Fort Worth Independent School District is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Fort Worth ISD participates in the Intern Matching Program and will abide by the APPIC Match Policies. APPIC application materials can be acquired on the internet by visiting [www.appic.org](http://www.appic.org).

Applicants need to register with APPIC as a prospective intern by **November 1, 2009** (Refer to the NMS website for updated deadlines - [www.natmatch.com/psychint/](http://www.natmatch.com/psychint/)). Applicants must have their APPIC registration number when they interview in order to be eligible to participate in the matching process. The Fort Worth ISD program code is 1651. For match purposes, the FWISD Program **Match Number is 165111**.

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant. Violations of APPIC policies should be reported to:

Chair, APPIC Standards and Review Committee  
10 G Street, N.E.  
Suite 750  
Washington, DC 20002  
(202) 589-0600

## NONDISCRIMINATION / EQUAL OPPORTUNITY

Fort Worth ISD is an equal opportunity employer and does not discriminate against any employee or applicant for employment due to race, religion, national origin, sex, age, disability, military status, or any other basis prohibited by law. Employment decisions will be made on the basis of each applicant's job qualifications, skills, knowledge, abilities, and experience.

## THE INTERNSHIP EXPERIENCE

### **The first few weeks...**

Approximately one to two weeks before the internship start date, interns attend an employee orientation by Human Resources. The orientation familiarizes them with the employment policies and procedures. Interns and other professional staff arrive three weeks prior to the opening of schools. During this time the interns attend staff meetings, visit community agencies and attend trainings designed to orient them to the policies and procedures of both Psychological Services and Special Education. These first few weeks also provide time and opportunities for the interns to meet with the Director of Training to discuss individual training goals, to share mutual expectations, and to determine preliminary placement rotations.

### **The start of the school year...**

During the first few weeks of school, the interns spend much of their time shadowing their supervisors. Initial placements are in schools where other district staff members are assigned. This arrangement creates an emphasis on training, rather than on work. It also allows interns and their supervisors to form professional relationships rapidly. As the interns learn from their supervisors, the supervisors simultaneously become familiar with the skills and presentation styles of their supervisees.

### **As the year progresses...**

As quickly as is feasible, interns graduate to greater levels of autonomy. As appropriate, interns begin addressing referrals for direct and indirect services, and also referrals for special education assessment. Interns keep daily logs of their activities and time spent, which are reviewed no less often than during formative evaluations. These logs and copies of all written reports are kept on file. Each intern maintains didactic information, articles, handouts, and all continuing educational materials. By the end of the program each intern will have compiled a comprehensive portfolio of training experiences and products.

Although intern schedules vary, the time spent in activities during a typical week can be divided into the following percentages:

Consultation	30%
Assessment	20%
Direct Intervention	20%
Direct Service Meetings	5%
Supervision	10%
Professional Development	5%
Research (including dissertation)	10%

By the end of the internship, it is expected that each intern reach a level of independent functioning in nearly all areas of training. At Fort Worth ISD we don't graduate students; *we graduate psychologists.*

## TRAINING

The Pre-doctoral Internship Program at Fort Worth Independent School District embraces the Practitioner model of education and training while promoting scientific and scholarly inquiry.

The Pre-doctoral Internship Program at Fort Worth Independent School District meets the standards of both the American Psychological Association and the Texas State Board of Examiners of Psychologists. Training goals and objectives are specified so that the responsibilities of the intern and the internship training program are clear. Training is provided in consultation, evaluation, emotional disturbance, report writing, behavior plans, counseling, supervision, and risk assessment. Multicultural and diversity issues, as well as ethical and legal issues, are specifically covered in formal training exercises. Goals and objectives for rotations and special placements are clearly specified and are included in evaluation criteria so that interns are clear about expectations.

The training calendar is sequential, moving from issues more pertinent to functions within the department to the broader roles of psychologists in the areas of consultation, assessment and intervention. Interns ultimately experience the role of the psychologist beyond the district through community consultation and referral. Some of the recent training topics have included the following:

Assessment of Bilingual/LEP Students	Ethics & the Law
Autism Spectrum Disorders	Experiential Learning Techniques
Bipolar Disorder in Children	Grief Therapy
Behavior Management Plans	Learning Disabilities
Cognitive & Academic Assessment	Multicultural Issues
Consultation Strategies	Neuropsychological Assessment
Counseling in a School Setting	Projective Assessment Techniques
Crisis Intervention	Special Education Guidelines
ED vs. Social Maladjustment	Spirituality & Psychology

Interns are encouraged to take advantage of additional training opportunities found in the Dallas - Fort Worth Metroplex. This training includes workshops, seminars, and courses offered by area universities, hospitals, and the Region XI Educational Service Center. Local universities include Texas Christian University, Texas Wesleyan University, Texas Woman's University, the University of North Texas, University of North Texas Health Science Center, and the University of Texas at Arlington. Regional psychological associations and mental health agencies provide additional opportunities. The department supports staff and intern attendance at workshops and conventions with both release time and payment of some registration fees.

## **TRAINING AREAS**

### A. Assessment: Testing, Formulating Interventions and Report Writing

- 1) Evaluation Procedures
  - a) Emotional Disturbance (ED)
  - b) Learning Disabilities (LD)
  - c) Mental Retardation (MR)
  - d) Autism (AU)
  - e) Preschool Development
- 2) Risk Assessments
  - a) Suicide
  - b) Violence
- 3) Curriculum Based Measurement (optional)

### B. Crisis Intervention

- 1) Individual
- 2) School Wide

### C. Multi-Cultural Issues in Assessment and Intervention

### D. Therapeutic Interventions

- 1) Behavior Management Techniques
- 2) Social Skills
- 3) Counseling: Individual and Group
- 4) Family Therapy (optional)
- 5) Experiential Techniques (optional)

### E. Behavior Intervention Plans

### F. Consultation

- 1) Teachers and other school personnel
- 2) Parents

### G. Laws, Professional Issues, and Ethics

- 1) Federal law (IDEA, Sec. 504 Rehabilitation Act of 1973, FERPA)
- 2) State law (Family Code, Rules & Regulations of TSBEP, Open Records Act)
- 3) Ethics (APA, NASP)
- 4) School District Policies & Procedures

### H. Supervision

- 1) Individual
- 2) Group

### I. Research

- 1) Department research (optional)
- 2) Dissertation

## **TRAINING GOALS**

### **CONSULTATION:**

The intern will demonstrate an ability to effectively resolve problems through consultation and intervention by engaging in the role of consultant with parents, teachers and other school officials.

### **ASSESSMENT:**

The intern will demonstrate an ability to administer, score, interpret and write reports regarding assessments of students in order to determine whether they meet eligibility criteria for special education services.

INTERVENTION:

The intern will demonstrate an ability to prepare an appropriate intervention method and implement it within the context of direct therapeutic intervention, social skills training, crisis intervention and behavior intervention plans.

DIVERSITY AND CULTURAL COMPETENCE:

The intern will demonstrate an ability to appreciate and be sensitive to the impact of culture, ethnicity, language, environment and other diversity factors in dealings with students, parents, colleagues and other professionals.

SUPERVISION:

The intern will demonstrate an ability to expand the competency of supervisees by providing supervision and to enhance personal professional competency as a recipient of supervision.

ETHICAL, LEGAL, and PROFESSIONAL BEHAVIOR:

The intern will demonstrate an ability to exhibit professional practice behaviors that are consistent with the state and national standards of professionalism and within the parameters of ethical principles, legal guidelines and Fort Worth ISD policies.

PROFESSIONAL DEVELOPMENT AND RESEARCH:

The intern will demonstrate an ability to broaden and enhance professional competency through training and research opportunities.

## **SUPERVISION REQUIREMENTS**

As a requirement set forth by APA, interns receive four hours of supervision per week, at least two of which include individual supervision from a licensed Psychologist. The goal of supervision, and the internship itself, is to move the trainee from the student role to a collegial affiliation with Psychological Services staff. Training and supervision aim to produce competent, pragmatic, independent practitioners of psychology who stay abreast of the field. Supervisors consult one another and receive training in an effort to improve supervisory skills.

Supervision assignments are made during the first two weeks of the internship. This time allows both supervisors and supervisees opportunities to interact and to discover mutual interests and expectations. The Internship Committee assigns supervisors to interns. Adjustments may be made once placement rotations are selected to assure appropriate supervision of activities. Supervisors maintain legal and ethical responsibility for all clients seen by the intern. Consequently, interns and supervisors maintain a collaborative relationship, with the focus on producing benefits for the students being served.

**Individual Supervision:** For pre-doctoral interns, the primary supervisor is a doctoral staff member who is licensed by the state of Texas as both a Psychologist and a Specialist in School Psychology (LSSP). A licensed Psychologist provides interns with the required two hours per week of face-to-face supervision. The secondary supervisor is a doctoral LSSP who may or may not also be a licensed psychologist.

The primary supervisor remains with the intern throughout his/her internship. At the start of the second semester, the intern may be assigned a different secondary supervisor, dependent upon

changes in placement rotations. Supervision is scheduled as a standing appointment each week and it is expected that it be treated as a priority. Should an intern miss supervision, then it is the intern's responsibility to reschedule. Supervisors reschedule if they are unavailable. Both the intern and supervisors must ensure that required hours remain current.

**Group Supervision:** Interns receive two hours per week of group supervision. Group supervision is facilitated by a doctoral level LSSP. In order to allow interns to experience a variety of supervisory styles and areas of expertise, the facilitator for group supervision changes at least once during the year. During group supervision, interns have the opportunity to discuss cases, allowing them not only to receive supervision from an experienced supervisor, but also assist other interns process cases.

## **PLACEMENT OPPORTUNITIES**

At Fort Worth ISD, we believe that our strength lies in the diversity of our students and the commitment to help every student achieve his or her potential. We are proud of the innovative programs and services with which the interns are involved. Many cooperative efforts between school and community agencies combine resources for the benefit of students. These efforts provide unique opportunities for interns to work in a variety of settings within the expansive school district. FWISD has four school-based counseling centers. These facilities allow additional opportunities for interns to provide individual, group, and family counseling, as well as other services for students and their families in collaboration with mental health professionals from the community.

Interns deliver a range of psychological services on a school campus several days per week as part of an interdisciplinary team. Additional direct services are conducted in a variety of settings. Interns are encouraged to discuss their areas of interest, career goals, and desired training with supervisors in order to develop an individualized program. Rotations are based on special populations of students and/or a specialized clinical activity. The following are examples of rotations available to current interns:

### Settings:

Alternative Education Programs  
Autism Assessment Team  
Behavior Improvement Classes  
Boulevard Heights  
Cook Children's Medical Center  
Family Resource Centers  
Jo Kelly School  
**Learning In Natural Communities**  
New Lives  
PPCD Classrooms  
**Teaching to Academic Potential**

### Populations & Services:

disciplinary placement  
multi-disciplinary team approach to autism  
emotional disturbance and behavior disorders  
behavior interventions w/autistic, MR students  
neuropsychology  
counseling and related family services  
severe impairment / multiple handicaps  
classrooms for students identified as MR  
pregnant and parenting students  
preschool program for children w/ disabilities  
classrooms for autistic students

## **PSYCHOLOGICAL SERVICES DEPARTMENT**

### **Psychological Services Mission Statement**

The Psychological Services Department of FWISD provides an array of direct and related services that promote academic achievement by fostering mental health and removing barriers to satisfactory student performance.

### **Psychological Services Vision Statement**

The Psychological Services Department works with students, family members, teachers, administrators, and other professionals in the district and the community to facilitate learning, socialization, and the abatement of mental health and behavioral impediments. Psychological Services Department staff practice in a manner that is consistent with district and department policies, state and federal laws, and established rules for the ethical and competent practice of psychology. The department supports the continuing professional development of its staff and those who seek to become providers of psychological services.

Fort Worth Independent School District is a dynamic and innovative system where the emphasis continues to focus on success for all students. Several departments in FWISD are organized to in a collaborative fashion to better meet the needs of the students in the district. Psychological Services Department works with both the Student Support Services and Special Education departments. Combined, these form the larger oversight “Student Support Services Department.” The intention and design of this organization has been a more preventive, student-centered approach to improve academic and emotional well-being, as well as better accountability. The roles of the psychology staff emphasis early intervention through consultation. Interns and other professionals provide services to all students. Staff members work with students and teachers in a prevention / intervention model that is positive and research based. This “full service” approach to the delivery of psychological services has not only increased speed, continuity and quality of services for students, but it has created an enriched learning environment for interns.

Psychological Services reaches beyond traditional settings and interventions. As noted, district services are provided at shelters and in after-hours centers. Some students, however, are best impacted when their therapeutic modality is experiential. Several staff members are certified as “challenge course facilitators.” While high elements ropes courses have been conducted at outdoor facilities, low element challenges are being offered more frequently inside the schools. Interns have the opportunity to participate.

The internship program is a highly valued and respected aspect of the Psychological Services Department. The program welcomes the input of new ideas from interns and their universities, and it strives to demonstrate high standards of professionalism. As practitioners, we work with interns to incorporate new, empirically based services and concepts into the existing program in order to further improve the success of students at Fort Worth ISD.

## **FORT WORTH INDEPENDENT SCHOOL DISTRICT**

### **District Mission Statement**

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics and critical thinking. Students must also have an opportunity to develop attitudes and skills that promote mental, physical, and emotional fitness, economic and occupational proficiency, an appreciation for the aesthetic, and lifelong learning.

### **About Fort Worth Independent School District**

Fort Worth Independent School District (FWISD), the third largest school district in Texas, serves approximately 80,000 students in 144 schools. Numerous cultural groups and ethnicities are represented including 58% Hispanic, 26% African American, 14% Caucasian, 1.6% Asian, and 0.3% Native American. There are over 2,000 teachers with ten or more years of experience, over 1,000 hold Master's degrees and 18 teachers have doctorates. There are 80 elementary schools, 24 middle schools and 6<sup>th</sup> grade centers, 13 high schools, plus 21 specialty campuses. The District has special schools and programs which include programs for pregnant and parenting students, students with emotional and behavior problems, hearing impaired students, and the severely disabled. Montessori education is offered at two elementary schools. Two secondary schools specialize in education for new arrivals to this country. There are two elementary and one middle Applied Learning Academies. One high school offers evening classes for working students. The District operates a professional library which, via Pro-Quest, subscribes to more than 150 journals. Interns have email services through the district's internet service provider.

## **CITY OF FORT WORTH**

Fort Worth is a city with a half million people that has never lost that casual, hometown feeling. Residents enjoy the benefits of diversity in culture, economy, and entertainment. From cowboys to sophisticates, Fort Worth has something fun for everyone. Visitors and residents can enjoy performances at the Fort Worth Symphony and the Fort Worth Opera, as well as other theaters and performance halls. Fort Worth's cultural district includes the nationally acclaimed Kimbell Art Museum, as well as many other museums and galleries. Annual celebrations such as the Southwestern Rodeo and Livestock Show, Mayfest, Cinco de Mayo, and Pioneer Days are enjoyed by children and adults alike. The revitalized downtown area is enjoyable for a safe evening stroll, shopping, dining out, or country-western dancing. Whether your music tastes run toward country, jazz, blues or symphony, you will find it in Fort Worth, Texas.

The Dallas-Fort Worth Metroplex offers a wide range of opportunities and additional resources. Major recreational facilities in the "Metroplex" include the Fort Worth Zoo, Six Flags Over Texas, Texas Ranger baseball games, Dallas Cowboys football games, Texas Motor Speedway races, and the Fort Worth Stock Show and Rodeo. The pleasant year-round weather is a plus. While you can't snow ski here, there are numerous parks, lakes, trails and rivers that support many outdoor sports.

## **CONTRACT AND BENEFITS**

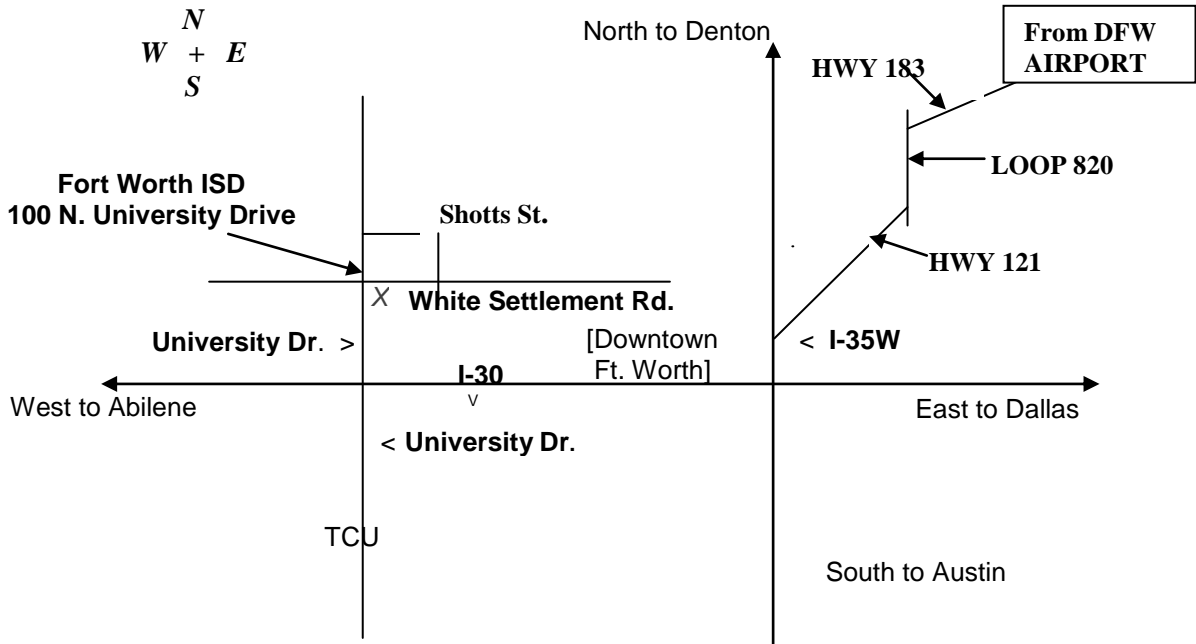
The Fort Worth Independent School District will provide the School Psychology Intern with the following:

1. A written contractual agreement specifying the intern as a permanent employee for a term of one year (10 ½ months) and terms of compensation including the amount of compensation and prorating of salary into 12 or 13 equal monthly paychecks.
2. An annual salary of \$33,425 is paid as a stipend plus a monthly auto mileage reimbursement. As employees, interns may take advantage of optional after-hours employment opportunities for additional pay at \$19-23 per hour.
3. Employee benefits consistent with those of other staff psychologists include:
  - a. Sick leave of six days and five personal business days.
  - b. School holidays (22) and non-contract days based on a 10 ½ month (210 day) contract.
  - c. Optional group hospitalization and surgical benefits plan, optional group life insurance, and optional disability income.
  - d. The same insurance benefits as staff.
  - e. Maternity and Family leave (internship hours may be made up during June – July).
  - f. Worker's Compensation.
  - g. Deductions for teacher retirement.
  - h. Other benefits such as pre-tax withdrawal of health insurance premiums, flexible spending medical accounts, annuities, etc.
  - i. Support to participate in non-district professional development activities.
  - j. An appropriate work environment including adequate equipment, materials, secretarial support services, and office facilities (desk, computer, bookshelf, phone, voicemail, email).

Each intern is provided with:

1. Internship manual with goals, objectives, useful resources, including copies of the APA and NASP ethics guides.
2. Texas State Board of Examiners of Psychologists (TSBEP) current published laws that govern the practice of psychology in Texas (now available online.)
3. WISC-IV, WIAT-III, WJ-III Cognitive and Achievement, UNIT and other testing equipment, including access to projective tests and computer-scored BASC-II comprehensive system.
4. Other tests as they become available.
5. A computer.
6. Voice mail system and an email address.
7. Work space with a phone.
8. A file cabinet and storage space.
9. Copying and clerical support
10. Access to professional libraries.

## LOCATION AND DIRECTIONS



### DIRECTIONS to FWISD ADMINISTRATION BLDG

- From **DFW Airport**, leave through the **South** airport exit.
- Go WEST on **HWY 183**.
- Take **LOOP 820 SOUTH** (H183, H121 & I-820 merge into one road here)
- Go WEST on **HWY 121** to Interstate 35W.
- On **I-35W** go SOUTH to I-30.
- From **I-35W & I-30** intersection, go WEST 2 miles on I-30.
- Take **Exit 12 UNIVERSITY DR.**, turn **LEFT** (North), proceed 1.3 miles
- FWISD Administration Building on the northeast corner of **University Dr.** and **White Settlement Rd.** Parking is available in front of the Admin building plus additional parking on Shotts St.

**NOTE:** Interstate 35 splits into 2 branches north of Dallas-Fort Worth Metroplex in Denton and merges south of the Metroplex in Hillsboro. The west branch of I-35 (**I-35W**) goes through Fort Worth and East I-35 (I-35E) goes through Dallas.

## INTERNSHIP GUIDELINES

The FWISD Pre-Doctoral School Psychology Internship will meet the following criteria:

1. The internship provides training in a range of assessment and intervention activities conducted directly with clients.
2. The internship has a clearly designated staff psychologist who is responsible for the integrity and quality of the training program and who is actively licensed by the Texas State Board of Examiners of Psychologists (TSBEP).
3. Each intern has two or more doctoral staff as supervisors, both of whom are actively licensed by the TSBEP. Primary supervisors must be licensed as a Psychologist in Texas.
4. At least 40% of the intern's time is spent in service delivery, which includes consultation and other indirect services. At least 25% is direct service time.
5. The internship includes a minimum of four hours per week of supervision; at least two hours per week are formal, face-to-face individual supervision.
6. An average of at least two hours per week is spent in training activities such as conferences, didactic presentations, psychology seminars, co-therapy with a staff person including discussion, or additional individual supervision.
7. Dissertation research is supported up to 4 hours per week.
8. Training is post-practicum level.
9. The internship has a minimum of two full-time interns at the internship level of training during the applicant's training period.
10. Trainees have the title of "Psychology Intern."
11. This booklet serves as the written statement or brochure that describes the goals and content of the internship, as it clearly states expectations for quality and quantity of trainee's work, and is made available to prospective interns.
12. A year of full-time, supervised experience in the internship is defined as a minimum of 40 hours per week experience/employment for 210 days, providing for 1,680 hours of the internship. Weekly time logs indicate that research, professional development, supervised after-hours work, and other credible internship activities typically raise the total internship time to 1800 or more hours.

## MISCELLANEOUS REQUIREMENTS

1. Employment outside the school district while completing the pre-doctoral internship is discouraged and may negatively impact the internship experience. While employment beyond the 40 hour week within the district is allowed, excessive hours could impede successful completion of the internship. After-hours work must be pre-approved by the Director of Internship and Psychologist who will supervise the intern's work. The Director and supervisors can limit the number of additional hours that an intern may work or volunteer on a case-by-case basis in order to protect the quality of the internship experience.
2. Interns are required to obtain liability insurance. At least a minimum level of coverage equal to \$1,000,000 must be obtained. Interns should contact their university supervisors and/or the American Psychological Association or NASP for information regarding affordable liability insurance programs for students. Interns should obtain this coverage prior to beginning the internship with FWISD. The cost is quite affordable.
3. Interns are entitled to the same leave time and benefits as a regular employee. In the event of extended leave, such as six weeks of Family Leave, the intern may make up the necessary 1800 hours from mid-June through the end of July. Whenever feasible, the intern should plan wisely and build hours prior to taking an expected leave of absence. In such a situation, the 12 month / 2000 hour option may no longer be available to the intern through Fort Worth Independent School District. FWISD cannot guarantee completion of internship for total leave longer than six weeks.
4. The 12 month / 2000 hour internship option is made available to students who foresee the possibility of licensure in a state where such a requirement applies. Prospective interns are encouraged to explore the licensing requirements of all states in which they may wish to practice.
5. The contract for payment covers 210 days. Extension of the internship beyond that time period is performed on a volunteer, unpaid basis.

## **APPLICATION PROCEDURES**

### **APPLICATION and SELECTION CRITERIA**

Fort Worth ISD pre-doctoral internship program utilizes the APPI online application process, which can be accessed from the APPIC website. The criteria employed in selecting interns are based upon information from the following three sources:

1. An application. All materials must be received and on file no later than **November 15, 2009**. This will include:
  - a. Completed APPI online application which includes
    - 1) cover letter
    - 2) essays
    - 3) official transcripts (with the university seal or printed on security paper) of all graduate work indicating courses or course content in the following
      - a. Core curriculum including biological bases of behavior, individual bases of behavior, child and adolescent development (normal and abnormal) human learning, human exceptionalities, statistics and research design, and history and systems
      - b. Intellectual, personality, and other assessment courses
      - c. Intervention/ Counseling (individual, crisis, group, and family), consultation and behavior management
      - d. Advanced research and program evaluation courses
      - e. Language and computer courses
      - f. Practicum courses
      - g. Professional issues and standards, roles and functions of school psychologists, legal cultural, and ethical issues, history and foundation of school psychology
      - h. Education of exceptional learners, multi-cultural education, organization, administration, and financing of public schools, curriculum, and instructional /remedial techniques.
  - b. Verification of Internship Eligibility completed by the University's Director of Training.
  - c. Current comprehensive vita.
  - d. Three favorable letters of recommendation demonstrating:
    - 1) Prior training, interests, and goals appropriate to the internship program.
    - 2) Ability to apply assessment-diagnosis and intervention-treatment knowledge in a School Psychology setting under supervision.
    - 3) Interpersonal skills appropriate to the professional practice of School Psychology.
    - 4) Ethical conduct
  - f. One comprehensive, integrated psychological report that interprets intellectual, academic, and behavior/ emotional/ personality data.

2. At least 900 practicum hours are required:
  - a. Four hundred fifty hours (450) in direct school psychology services to diverse student populations which address a range of presenting problems using a variety of assessment/diagnosis approaches and methods of intervention and treatment
  - b. Three hundred hours (300) of formal supervision (both individual and group)
  - c. One hundred fifty (150) additional hours
  - d. Hours shall be distributed over at least one year of graduate study.
3. An acceptable personal or telephone interview. Strong preference, however, is given to on-site interviews.

The FWISD believes staff should reflect the cultural demographics of the student population. Individuals with ethnic/cultural backgrounds and/or bilingual skills are particularly encouraged to apply.

Furthermore, it is understood that most applicants will not have experience in all areas listed in the APPIC application materials, e.g. teaching and second language skills. That should not discourage anyone from applying.

### INTERVIEWS

1. Applicants with completed files will be contacted beginning in December in order to arrange an interview and site visit in January.
2. All application materials **MUST BE RECEIVED** by **November 15, 2009** for the file to be considered complete and for the candidate to be scheduled for an interview. It is the applicant's professional responsibility to have all materials delineated in this booklet submitted to Fort Worth ISD Psychological Services by **November 15, 2009**. Applicants who will receive an interview will be notified no later than **December 15, 2009**.
3. FWISD Psychological Services will schedule interviews and site visits for January 2010. Interviews are typically held on Fridays and are scheduled on a first-come-first-served basis.

## APPENDIX A

### FORMER PRE-DOCTORAL PSYCHOLOGY INTERNS (Last 7 Years)

<b>2002-2003</b>	Heather Corkins	University of Denver	Clinical Psychology
	Huijun Li	University of Arizona	School Psychology
	Sara E. Little	North Carolina State University	School Psychology
	Adriano Rojas	Carlos Albizu University	Clinical Psychology
<b>2003-2004</b>	Marie Dowling	Capella University	School Psychology
	Maria Fishel	University of Texas	School Psychology
	Brande Kettner	Oklahoma State University	School Psychology
	Julie Seligson	University of South Carolina	School Psychology
<b>2004-2005</b>	Nan Huai	University of Wisconsin	School Psychology
	Carol Lacey	Michigan State University	School Psychology
	Teresa Miller	University of Rhode Island	School Psychology
	Dahl Rollins	Texas A&M University	School Psychology
<b>2005-2006</b>	Tim Allen	University of Northern Colorado	School Psychology
	Kristin Nethers	Texas Woman's University	School Psychology
<b>2006-2007</b>	Mark Cartwright	University of Ohio	School Psychology
	Olga Rodriguez	Texas A&M University	School Psychology
	Ivy Rollins	University of Rhode Island	School Psychology
<b>2007-2008</b>	Kayce Dodson	Oklahoma State University	School Psychology
	Lisa Hewitt	Texas A&M University	School Psychology
	Sheba Paivandy	Florida State University	Counseling/School Psychology
<b>2008-2009</b>	Jonelle Ensign	Texas Woman's University	School Psychology
	Nic Gotcher	Oklahoma State University	School Psychology
	Nolan Katz	Florida State University	Counseling/School Psychology
	Dalawna O'Guin	Oklahoma State University	School Psychology
<b><u>CURRENT</u></b>			
<b>2009-2010</b>	Kasey Grass	University of Central Arkansas	School Psychology
	Roberta Halloran	Fordham University	School Psychology
	Lauren Maloney	Tulane University	School Psychology

## APPENDIX B

### Doctoral Staff

*Dr. Michael J. Parker*, Licensed Psychologist, LSSP  
*Director of Psychological Services*

#### Educational History

B.A.	Psychology	Northwestern University
M.A.	Clinical Psychology	Fisk University
Ph.D.	School Psychology	Texas Woman's University

#### Licensure/Certification

Licensed Psychologist  
Licensed Specialist in School Psychology (LSSP)

#### Professional Interests

Consultation, Supervision, Psychopathology, Projective Assessment Techniques, Program Development and Evaluation, Cultural Inclusion, Response to Intervention, Mediation

*Dr. Jodi Lowther*, Licensed Psychologist, LSSP  
*Director of Training, Pre-doctoral Internship*

#### Educational History

B.A.	Psychology	University of Texas
M.A.	School Psychology	Trinity University
Ph.D.	School Psychology	Texas Woman's University

#### Licensure/Certification

Licensed Psychologist  
Licensed Specialist in School Psychology (LSSP)

#### Professional Interests

Neuropsychological Consultation and Assessment, Supervision, Traumatic Brain Injury (reintegration into school and family systems), Crisis Intervention, Test Construction

*Dr. April Garofano Brown*, LSSP

#### Educational History

B.A.	Psychology	Stephen F. Austin State University
M.S.	Psychology	University of North Texas
Ph.D.	Counselor Education	University of North Texas

#### Licensure/Certification

Licensed Specialist in School Psychology (LSSP)  
Licensed Professional Counselor (LPC) - Intern

#### Professional Interests

Psychopathology, Parent and child relationship intervention, Play Therapy, Filial Therapy, Individual and Family Counseling, Emotional Disturbance

*Dr. Nekedria Clark*, LSSP

**Educational History**

B.S.	Psychology	Vanderbilt University
MS.Ed.	School Psychology	Pace University
Psy.D.	School-Clinical Child Psychology	Pace University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Nationally Certified School Psychologist, NASP

**Professional Interests**

Early childhood, Spirituality, Stress, Projective testing

*Dr. Lisa Hewitt*, LSSP

**Educational History**

B.S.	Psychology, Spanish	Olivet Nazarene University
Ph.D.	School Psychology	Texas A&M University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)

**Professional Interests**

Bilingual assessment, Multicultural awareness, Autism evaluation and intervention

*Dr. Jacqueline M. Kerr*, Licensed Psychologist, LSSP

**Educational History**

B.S.	Psychology & Education	Texas Tech. University
M.A.	School Psychology	University of North Texas
Ph.D.	School Psychology	Texas Woman's University

**Licensure/Certification**

Licensed Psychologist  
Licensed Specialist in School Psychology (LSSP)  
Elementary Teaching Certificate, TEA

**Professional Interests**

Parent training, Classroom management, Family counseling

*Dr. Brande Kettner*, LSSP

*Director of Training, Specialist Internship*

**Educational History**

B.A.	Psychology	Oklahoma State University
M.S.	Educational Psychology	Oklahoma State University
Ph.D.	School Psychology	Oklahoma State University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Nationally Certified School Psychologist, NASP  
Ropes Course Facilitator Certification  
Certified Special Olympics Coach

**Professional Interests**

FWISD autism team, Autism in-home training, Early Childhood assessment, Consultation, Parent training, Special Olympics, Neuropsychological assessment, Curriculum based measurement, Experiential learning.

*Dr. Jackie Miller*, LSSP, LPC

**Educational History**

B.A.	Psychology	University of Texas at Arlington
M.A.	Counseling Psychology	Texas Woman’s University
Ph.D.	Counseling Psychology	Texas Woman’s University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Licensed Professional Counselor

**Professional Interests**

Assessment, crisis intervention, bi-lingual assessment, consultation and counseling, individual counseling, adolescent group counseling, working with at-risk populations /students, cross-cultural issues and awareness.

*Dr. Kristin Russell Nethers*, LSSP

**Educational History**

B.A.	Psychology	University of Texas-Arlington
M.A.	School Psychology	Texas Woman's University
Ph.D.	School Psychology	Texas Woman's University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Nationally Certified School Psychologist

**Professional Interests**

FWISD Autism Coordinator and team member, Autism in-home training, Neuropsychological assessment, Early Childhood assessment, Consultation, Parent training, Experiential based counseling, Summer Challenge facilitator

**Specialist Staff**

*Fernando I. "Isaac" Andrade, LSSP*

**Educational History**

B.A. Psychology	Howard Payne University
M.S. School Psychology	Abilene Christian University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Nationally Certified School Psychologist, NASP

**Professional Interests**

Assessment of English-language learners and culturally diverse students, assessment of pervasive developmental disorders, management of disruptive behavior in classroom settings

*Melissa Babich, LSSP*

**Educational History**

B.A. Psychology	Texas A&M University
M.A. School Psychology	Trinity University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Nationally Certified in School Psychology, NASP

**Professional Interests**

Autism evaluation and intervention, Learning Disability evaluation, Early Childhood evaluation, Consultation

*Scott J. Brewer, LSSP*

**Educational History**

B.S. Biology and Psychology	University of Nebraska – Lincoln
M.S. School Psychology	University of Nebraska – Omaha

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)

**Professional Interests**

Curriculum-based measurement, Reading and Math interventions, Self-monitoring interventions, Teacher and parent consultation, School-community collaboration

*Patty Chen-Dailey, LSSP*

**Educational History**

B.B.A. Accounting	University of Texas at Austin
M.A., C.A.G.S. School Psychology	Tufts University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Licensed School Psychologist, State of Washington

**Professional Interests**

Intersection of race, poverty, and special education

*Claire Coy, LSSP*

**Educational History**

B.S.	Interdisciplinary Studies	Houston Baptist University
M.A.	Curriculum & Instruction	Texas A&M University
M.S.	Educational Psychology	Texas A&M University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Elementary Teacher Certification  
Special Education Teacher Certification

**Professional Interests**

Early childhood, Crisis intervention, Classroom management, Teacher and parent consultation, Autism, Response to Intervention, Learning disability assessment

*Nancy Davis, LSSP*

**Educational History**

B.A.	Latin American Studies	University of Texas
M.Ed.	Guidance and Counseling Certification in School Psychology	Texas Christian University Florida State University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Nationally Certified School Psychologist, NASP  
Texas Educator Certificate  
Licensed School Psychologist, State of Florida (inactive status)

**Professional Interests**

Early childhood education, bilingual assessment, pre-referral intervention, assessment of low-incidence populations

*Jonelle Ensign, LSSP, Practicum Coordinator*

**Educational History**

B.A.	Psychology	Tabor College
M.S.	School Psychology	Abilene Christian University
Ph.D. candidate	School Psychology	Texas Woman's University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)

**Professional Interests**

Neuropsychological Consultation and Assessment, Autism spectrum disorders, Traumatic Brain Injury and Psychosocial Sequelae, Supervision, Practicum Coordinator

*Nicolas Gotcher*, LSSP

**Educational History**

B.S.	Elementary Education	Oklahoma Christian University
M.S.	Educational Psychology	Oklahoma State University
Ph.D. candidate	School Psychology	Oklahoma State University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)

**Professional Interests**

Autism assessment and intervention, Applied behavior analysis, Parent training, Behavioral consultation, and Response to Intervention

*Lori L. Herbsleb*, LSSP

**Educational History**

B.A.	Psychology	University of Texas at San Antonio
M.A.	School Psychology	Texas State University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)

**Professional Interests**

Assessment and interventions for students diagnosed with an emotional disturbance, Effective school consultation, Designing appropriate interventions for students

*Joseph Jeane-Leeman*, LSSP

**Educational History**

B.S.	Business Management	Salem State College
M.S.	Applied Educational Psychology	Northeastern University
C.A.G.S.	School Psychology	Northeastern University
Ph.D. candidate	School Psychology	Texas Woman’s University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)

**Professional Interests**

Neuropsychological Assessment linked to instruction for processing differences, Effective programming and skill development for neurologically impaired children, Autism spectrum disorders.

*Mary Langston, LSSP*

**Educational History**

B.A. Psychology	University of Arkansas
M.A. School Psychology	Trinity University, San Antonio

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Nationally Certified School Psychologist

**Professional Interests**

Autism evaluations and interventions, individual and group counseling, consultation

*Catherine Lewis, LSSP*

**Educational History**

B.S. Psychology	Midwestern State University
M.A. School Psychology	Texas Woman's University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Licensed Psychology Associate, (LPA)

**Professional Interests**

Educational and/or psychological evaluations, Consultative services, Case management, Students' programming needs

*Terra Mayberry, LSSP*

**Educational History**

B.A. Psychology	University of Memphis
M.A. School Psychology	University of Memphis
Ed.S. School Psychology	University of Memphis

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Licensed by State Department of Education-Tennessee  
Nationally Certified School Psychologist, NASP

**Professional Interests**

Consultation, Assessment/interventions for learning disabilities, Emotional Disturbance; Supervision

*Susan Norman, LSSP*

**Educational History**

B.A. Psychology	University of Texas-Arlington
M.S. Clinical Psychology	North Texas State University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Licensed Psychological Associate, TSBEP

**Professional Interests**

Learning Disability, Mental Retardation, Parent Training

*Christian Rewoldt, LSSP*

**Educational History**

B.A.	Psychology-Sociology	Texas A&M University at Kingsville
M.A.	School Psychology	Texas State University, San Marcos

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Nationally Certified School Psychologist, NASP  
Senior Associate Trainer, International Association of Nonviolent Crisis Intervention  
State of Michigan Preliminary School Psychologist Certification

**Professional Interests**

Nonviolent Crisis Management and Intervention, School Safety, Secondary Transition, Response to Intervention

*Davette Robinson, LSSP*

**Educational History**

B.S.	Psychology	American International College, Springfield, MA
M.S.	Psychology	Miami University, Oxford, OH

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Licensed Psychological Associate, TSBEP

**Professional Interests**

Early childhood, ADHD, Mental Retardation, gifted, counseling, psychiatric disorders

*Shailja Sharma, LSSP*

**Educational History**

B.A.	Psychology	MCM DAV College
M.A.	Psychology	Panjab University
	Specialist in School Psychology	Texas Woman's University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)

**Professional Interests**

Collaborative consultation for behavioral/academic problems, Interventions, Counseling and Social skills training

*Melissa Shaw*, LSSP

**Educational History**

B.S. Psychology	Texas Christian University
M.A. School Psychology	Texas Woman's University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Nationally Certified School Psychologist, NASP

**Professional Interests**

Consultation, Assessment of Emotional Disturbance and Learning Disabilities, Projective Techniques, Behavior Improvement Plans, Supervision, Advocacy for School Psychology

*Amber Shawver*, LSSP

**Educational History**

B.S. Psychology	University of Texas at Arlington
M.A. School Psychology	Texas Woman's University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Nationally Certified School Psychologist

**Professional Interests**

Early Intervention, Consultation, Supervision/ Mentoring, Psychoeducational and Psychological Assessment

*Stephanie Smith*, LSSP

**Educational History**

B.S. Elementary Education	Northeastern State University
M.S. Special Education	Texas A&M University, Commerce
M.S. Psychology	Texas A&M University, Commerce

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Nationally Certified School Psychologist, NASP  
Educational Diagnostician Certification  
Elementary Teaching Certification

**Professional Interests**

Consultation, Intervention, Assessment, Specific Learning Disability Eligibility, Learning and Memory, Assessment of Culturally Diverse Students and Response to Intervention

*Michael L. Webber*, LSSP

**Educational History**

B.A. Psychology	University of Texas
M.A. Behavioral Psychology	University of Texas

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Licensed Psychological Associate

**Professional Interests**

Autism, Mental Retardation, Early Childhood, Parent Training, ABA

*Lois West*, LSSP, LPA

**Educational History**

A.A.	Psychology	Bucks County Community College
B.A.	Psychology	Trenton State College
M.S.	Clinical Psychology	Angelo State University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)  
Licensed Psychological Associate

**Professional Interests**

Investigate positive behavioral interventions for managing small groups and classrooms that are cost effective, with realistic data collection and encourage self management resulting in positive outcomes.

*Clayton Woods*, LSSP

**Educational History**

B.S.	Psychology	Abilene Christian University
M.S.	School Psychology	Abilene Christian University

**Licensure/Certification**

Licensed Specialist in School Psychology (LSSP)

**Professional Interests**

Autism Assessment, Counseling, Curriculum-Based Measurement, Consultation, and Alternative Education Settings

**Note:**

FWISD cannot guarantee that the staff composition will be the same each school year. Some staff turnover annually is to be expected. The availability of some rotations is dependent upon the availability of designated staff.



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