



Fort Worth Independent School District Specialist-Level Internship Booklet

2024-2025

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Specialist-Level Internship Booklet

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Nondiscrimination / Equal Opportunity Policy

The Fort Worth Independent School District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, sexual orientation, disability, gender identity and expression, military/veteran status, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy. The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Patricia Sutton, Director of Special Services

215 NE 14th St. Ft. Worth, TX 76164

817.814.2458

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OVERVIEW

The Fort Worth Independent School District has offered a professional internship in school psychology for more than 45 years. Over the past eighteen years FWISD Psychological Services Department has developed a formal specialist-level internship program. The specialist program offers extensive opportunity to work with a diverse student population, as well as a flexibility to meet the skills and interests of each intern. The multi-faceted training program of approximately 1,300 hours is scheduled to be completed over 10.5 months. 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 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 assessments; and intellectual, academic, and psychological evaluations are promoted experientially with a culturally diverse student population. Direct and experiential training are provided in assessment techniques, intervention strategies, 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 after they have completed a short introduction phase (usually by October of the training year). 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 additional language skills receive training in conducting bilingual assessments.

Interns are integrally involved with students in the schools and may be assigned 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 intervention 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 strengths and weaknesses. 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. They develop professional goals and objectives over which they receive formative evaluations four 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, 2016, and 2020. In 2021, two LSSPs in the department were honored as Outstanding School Psychologists at the Specialist and Doctoral levels by the Texas Association of School Psychologists. The staff consists of school psychologists, social workers, behavior interventionists, behavioral coaches, BCBA’s, the Director, and a professional assistant. Seven LSSPs have doctorate degrees, one of which is also a Licensed Psychologist.

THE INTERNSHIP EXPERIENCE

The first few weeks...

At the time of employment, before the internship start date, interns attend an employee orientation provided by Talent Management, which familiarizes them with the employment policies and procedures of the district related to employment. Interns and regular staff arrive several 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, share mutual expectations, and 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 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 generally 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 will reach a level of independent functioning in nearly all areas of training.

TRAINING

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

The internship program meets the standards of both the National Association of School Psychologists 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:

- Art Therapy
- Assessment of Culturally & Linguistically Diverse Students
- Autism Assessment
- BIP / FBA
- Consultation
- Critical Incident Stress Management
- Social-Emotional Assessment & Report Writing
- Ethical Decision-Making
- Experiential Interventions
- Systems and Changes
- Integrating MTSS with Cognitive Assessment
- Neuropsychology
- Specific Learning Disabilities
- Multiculturalism in the Schools
- Neuropsychology of TBIs
- Positive Behavioral Supports
- Projective Techniques
- Special Education Legal Issues
- Spirituality & Psychology
- Structuring Classrooms using Visual Strategies
- Suicide and Violent Risk Assessment
- Supervision of Others
- Techniques in Grief Work
- Treatment Plans
- Foster Care System

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, 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 when possible with prior written approval.

TRAINING AREAS

- A) Assessment: Testing, Formulating Interventions, and Report Writing
 - 1) Evaluation Procedures
 - a) Emotional Disturbance (ED)
 - b) Specific Learning Disabilities (SLD)
 - c) Intellectual Disability (ID)
 - d) Autism (AU)
 - 2) Risk Assessments
 - a) Suicide
 - b) Violence
 - 3) Curriculum-Based Measurement (optional)
- B) Crisis Intervention
 - 1) Individual
 - 2) School-Wide
- C) Multicultural 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 (IDEIA, Sec. 504 Rehabilitation Act of 1973, FERPA)
 - 2) State law (Family Code, Rules and Regulations of TSBEP, Open Records Act)
 - 3) Ethics (APA, NASP)
 - 4) School District Policies & Procedures
- H) Supervision
 - 1) Individual
 - 2) Group
 - 3) Supervision of Others
- I) Research
 - 1) Department research (optional)

TRAINING GOALS

CONSULTATION:

The intern will demonstrate an ability to effectively engage in the role of consultant with parents, teachers, and other school officials in order to assist students by educating and empowering those individuals whose actions directly impact students.

ASSESSMENT:

The intern will demonstrate an ability to administer and score tests, interpret test results, and write reports for students within the range of 3 to 22 years of age in order to determine whether they meet eligibility criteria for special education services or ADA Section 504 accommodations based on the presence of learning disabilities, emotional disturbance, or intellectual disability as defined by IDEIA, TEA, and ADA guidelines. Participation on the autism assessment team is optional, though there are specific requirements as a training component.

THERAPEUTIC INTERVENTIONS:

The intern will demonstrate abilities to formulate and implement behavior management plans, teach social skills, and provide group counseling and individual goal-directed, brief counseling for students within the school setting. Providing family therapy or experiential interventions are optional treatment modalities.

CRISIS INTERVENTION:

The intern will demonstrate an ability to intervene in crisis situations in school settings, with both individual students and school-wide situations.

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 broaden and enhance professional competency through regularly scheduled supervision.

SUPERVISION OF OTHERS:

The intern will demonstrate competency in professional psychological skills, abilities, proficiencies, competencies, and knowledge in the theories and/or methods of supervision of others.

ETHICAL, LEGAL, and PROFESSIONAL BEHAVIOR:

The intern will demonstrate ability to exhibit professional practice behaviors that are consistent with the highest 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

Interns receive four hours of supervision per week, at least two of which include individual supervision from an experienced school 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 week of the internship. This time allows both supervisors and supervisees opportunities to interact and to discover mutual interests and expectations. 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: Each Intern is assigned a Primary Supervisor and a Secondary Supervisor, both of whom will be experienced school psychologists. These supervisors provide interns with the required two hours per week of face-to-face supervision.

The primary supervisor remains with the intern throughout their 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 school psychologist and a specialist level school psychologist. In order to allow interns to experience a variety of supervisory styles and areas of expertise, the facilitator for group supervision changes throughout the year. During group supervision, interns have the opportunity to discuss cases, allowing them not only to receive supervision from an experienced supervisor but assist other interns to 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.

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 Support Team
Social Emotional Academic Support
Behavior Support Team
Boulevard Heights
Cook Children’s Medical Center
Family Resource Center
Jo Kelly School
ECSE Classrooms
Reaching Independence through Structured Education
Montessori Schools

Populations & Services:

Disciplinary placements
Multi-disciplinary team support of Autism
Emotional disturbance and behavioral disorders
Behavior interventions w/Autistic, ID, and behaviorally challenging students
Neuropsychology/intervention/assessment
Individual/group counseling of FWISD students
Severe impairment/multiple disabilities
Early Childhood Special Education
Life skills classrooms for developmental disorders
Self-directed learning environment

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

In addition to youth and their families, members of the Psychological Services Department work in collaboration with 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 be on success for all students. Several departments in FWISD are organized to collaborate in order to better meet the needs of the students in the district. Psychological Services Department functions within the Division of Learning and Leading with the Director of Psychological Services reporting to the Executive Director of Specialized Learning. The intention and design of this organization is to provide instructional resources, leadership, and training in order to support learning in the classroom. The roles of the psychology staff emphasize assessment and intervention. 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 has also 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. Some staff members are certified as “experiential learning facilitators.” Interns have the opportunity to participate in the didactic.

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 all students for success in college, career, and community leadership.

About Fort Worth Independent School District

Fort Worth Independent School District (FWISD), one of the largest school districts in Texas, serves more than 72,000 students. Numerous cultural groups and ethnicities are represented, including 64% Hispanic, 20% African American, 10% Caucasian, 1% Asian, and 2% other. There are 81 elementary schools, 21 middle schools and 6th grade centers, 21 high schools, and 17 other campuses. The District has a number of special schools and programs, including programs for students with emotional and behavior problems, hearing impaired students, and the severely handicapped. Fort Worth has a middle school academy for girls and an academy for boys. 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 school Applied Learning Academies. One high school offers evening classes for working students. The District operates a professional library, which indexes multiple databases to provide access to hundreds of journals via EBSCOhost.

CITY OF FORT WORTH

Fort Worth is a city with over 900,000 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, Bass Hall, and 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 cannot snow ski here, there are numerous parks, lakes, trails and rivers that support many outdoor sports.

The cost of living in Fort Worth is well below the national average for a city of this size. The median price of a home is \$306,000 and values are rising. Apartment rent is available around \$1,200+ per month, and many apartment complexes offer a FWISD employee discount. Great restaurants abound, and menu prices are quite affordable. There is no personal state income tax in Texas!

AGREEMENT 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 an at-will employee for a term of one year (10.5 months) and terms of compensation including the amount of compensation and prorating of salary into twelve equal monthly paychecks.
2. Currently, an annual salary of approximately \$30,500 is paid as a stipend. This salary is expected for the 2022-2023 school year; however, the school district reserves the right to amend salaries when the new budget is approved.
3. Employee benefits consistent with those of staff LSSPs include:
 - a. Sick leave of six days and five personal business days.
 - b. School holidays and non-contract days based on a 210-day term.
 - c. Optional group hospitalization and surgical benefits plan, optional group life insurance, and optional disability income.
 - d. The same insurance benefits as regular staff.
 - e. Maternity and Family leave (absence 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, bookshelf, phone, email).

Each intern is provided with:

1. Internship Training Manual specifying goals and objectives for the internship.
2. Texas State Board of Examiners of Psychologists (TSBEP) current published laws that govern the practice of psychology in Texas (now available online).
3. Access to both cognitive and achievement formal assessment measures and other testing equipment, including access to projectives, rating scales, and computer-scoring systems, such as the BASC-3 comprehensive system.
4. A computer.
5. An email address.
6. A workspace.
7. Access to professional libraries.

INTERNSHIP GUIDELINES

The FWISD 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 member who is responsible for the integrity and quality of the training program. The director is licensed by the Texas State Board of Examiners of Psychologists (TSBEP).
3. Each specialist level intern has two or more staff as supervisors, whom have at least 3 years of experience and are actively licensed by the TSBEP.
4. At least 40% of the intern's time is spent in service delivery, which includes consultation and other indirect services. At least 25% of that time is direct service.
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 with their primary supervisor.
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 supervisor including discussion, or additional individual supervision.
7. Training is at the post-practicum level.
8. The internship has a minimum of two full-time interns at the internship level of training during the applicant's training period.
9. Interns have the title of "Psychology Intern."

10. The internship has a written statement or brochure that describes the goals and content of the internship, clearly stated expectations for quality and quantity of trainee's work, and is available to prospective interns.
11. 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 more than the required 1200 internship hours.

ADDITIONAL REQUIREMENTS

1. Employment outside the school district while completing the internship is discouraged as it 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 internship director and the supervisor who will oversee the intern's work. The internship 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. A minimum level of coverage equal to \$1,000,000 must be obtained. Interns should contact their university supervisors, NASP or the American Psychological Association for information regarding affordable liability insurance programs for students. Interns must obtain this coverage prior to beginning the internship with FWISD.
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 pre-doctoral internship 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.
4. Leave time is a district benefit extended to its employees. In that the interns are employees of the district, planned leave must be approved in advance by the Director of the Psychological Services Department. Interns must clear their requests with their supervisors to assure that it will not negatively impact internship requirements and expectations. Requests for leave, such as personal business leave, must be approved by the intern's supervisors prior to submitting the written request to the Director of the Department. Employees on a 210 work contract are not granted vacation leave. Sick leave is utilized for personal, family, and maternity leave. Personal business leave is for necessary business. The intern should read district policy regarding leave and other benefits.
5. The 12-month/2000-hour internship option is made available to students who foresee the possibility of licensure in a state where this requirement applies. Prospective interns are encouraged to explore the licensing requirements of all states in which they may wish to practice. As the contract for payment covers 210 days, extension of the internship beyond that time period

is performed on a volunteer basis. This option must be discussed at the time of application and at interview to determine in advance of internship whether it will be made available to the applicant.

LOCATION AND DIRECTIONS

Please follow this link to view the location of the Fort Worth ISD M.G. Ellis Annex Building on Google Maps:

<https://www.google.com/maps/place/M.G.+Ellis+Elementary+School/@32.7811578,-97.3459694,15z/data=!4m5!3m4!1s0x0:0x10b54d8ddb0a06c4!8m2!3d32.7811578!4d-97.3459694>

Parking: Parking is available in a parking lot at the back of the building off NE 21st street in parking spaces without numbers. A small number of parking spaces are available at the front entrance of the building. Additionally, parking is available along NE 14th St. and NE 21st St. where not indicated as prohibited.

APPLICATION PROCEDURES

APPLICATION REQUIREMENTS

1. FWISD Application for Specialist-Level Internship Form (available on Psychological Services website) – completed, signed and emailed directly to Megan.Haley2@fwisd.org
2. Current comprehensive vita – emailed directly to Megan.Haley2@fwisd.org
3. Three recommendation letters emailed directly from person completing the letter to Megan.Haley2@fwisd.org
4. Official transcripts of all graduate work • either emailed directly from university directly to: Megan.Haley2@fwisd.org OR • mailed to: Ft. Worth ISD Psychological Services, M.G. Ellis Building, 215 NE 14th St. Fort Worth, TX 76164. Allow ample time for materials to be received as incomplete applications will not be reviewed.
5. One comprehensive, de-identified, integrated psychological report that interprets intellectual, academic, and behavior/emotional/personality data. The report should be authored by the applicant, and a school-based report is preferable. Eligibilities addressed could include emotional disturbance, specific learning disability and/or intellectual disability. One report that addresses all areas is preferable. Allow ample time for materials to be received as incomplete applications will not be reviewed.

ANTICIPATED TIMELINE OF EVENTS

- February 7, 2024 (5:00 pm central time zone) – Application Packets Due (including all required items – see below)
- February 9, 2024 – Applications reviewed by the committee to determine interviewees
- February 9, 2024 – Applicants notified if selected for interviews by email (MUST schedule through Psychological Services Office, appointments scheduled in order of call received)
- February 19/20, 2024 – Tentative Applicant Interviews
- February 26, 2024 – Applicants who interviewed will be notified regarding final decisions made for intern positions for the 2024-2025 school year

APPENDIX A

Former Interns in the FWISD Specialist-Level Internship

2005-2006

Melissa Shaw	Texas Woman’s University
Amber Shawver	Texas Woman’s University
Jenny Stephens	Abilene Christian University

2006-2007

Mary Langston	Trinity University
Clayton Woods	Abilene Christian University

2007-2008

Meredith McLeroy	Texas State University
Jessica (Carrico) Dieke	University of Kansas

2008-2009

Heidi King	Texas Woman’s University
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2009-2010

Catherine Wisenberg	Columbia University
Rachel Howard	University of Missouri – St. Louis

2010-2011

Megan Haley	Texas Woman’s University
Kristen Russler	University of Nevada – Las Vegas

2011-2012

Matt Bica	University of North Texas
Katy (Moss) Flaherty	University of North Texas

2012-2013

Deanna Dobrowolski	University of Texas – San Antonio
Ashley Hughes	Abilene Christian University

2013-2014	
Nicole Cooley	University of Missouri – St. Louis
Stephanie (Kaufman) Seal	Abilene Christian University
2014-2015	
Nicole Nava	Texas Woman’s University
William “Harper” Rowlett	Murray State University
2015-2016	
Clay Campbell	Texas State University
Samir Patel	University of Texas at Austin
2016-2017	
Bianca Aguilar	University of Texas-San Antonio
Jennifer Momsen	Trinity University
Eboni Sharp	University of Memphis
2017-2018	
Arsenio Moss	James Madison University
Chelsea Kuhn	Texas Woman’s University
2018-2019	
Caitlin Bullock	University of Tennessee
Kristi McCarson	Texas Woman’s University
2019-2020	
Madelyn Albright	Texas State University
Kylie Cuevas	Abilene Christian University
Jose Teniente	University of Denver
2020-2021	
Allyson Yturralde	Baylor University
Kierra Washington	Texas State University
Danielle Williams	Texas State University
2021-2022	
Karen Ji	Baylor University
Kyndal DeBerry	Texas Woman’s University
Jacqueline Borrego	Texas State University
2022-2023	
Mia Banks	Baylor University
Madison Johnson	Abilene Christian University
Naomi Cole	Abilene Christian University

2023-2024

Marissa Adams	Texas State University
Desiree Banez	Texas State University
Mariah Broadbent	Abilene Christian University
Zachary Munder	Baylor University

APPENDIX B

FWISD Psychological Services Staff Directory

Nicole Stein, LSSP, NCSP

Director of Psychological Services

Educational History

B.S. Psychology
Texas Christian University
S.S.P. Specialist in School Psychology
Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology
Nationally Certified School Psychologist

Professional Interests

Behavior Intervention, Autism Spectrum Disorders, Learning Disabilities,
Supervision/Mentorship

Dr. Pamela Cioffi, LP, LSSP

Pre-Doctoral Internship Training Director

Educational History

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

Licensure/Certification

Licensed Psychologist
Licensed Specialist in School Psychology

Professional Interests

Neuropsychological Assessment, Autism, Psychological Assessment, Social Justice,
Assessment/Intervention with Culturally and Linguistically Diverse Students, Supervision

Megan Haley, LSSP

Specialist Internship Training Director

Educational History

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

Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology

Nonviolent Crisis Intervention: Certified Instructor

Professional Interests

Autism Assessment and Support, Social Skills Support/Intervention, Intern Supervision and Training, Staff Training/Development, Systems/Program Development, and Consultation

Fernando I. "Isaac" Andrade, LSSP, NCSP

Educational History

B.A. Psychology

Howard Payne University

M.S. School Psychology

Abilene Christian University

Licensure/Certification

Licensed Specialist in School Psychology

Nationally Certified School Psychologist

Professional Interests

Assessment of English-Language Learners and Culturally Diverse Students, Assessment of Pervasive Developmental Disorders, Management of Disruptive Behavior in Classroom Settings, Functional Behavior Assessments/Behavior Support Plans, Creating Meaningful Behavior Goals

Mia Banks, LSSP, NCSP

Educational History

B.A. Psychology

University of North Texas

Ed.S.- School Psychology

Baylor University

Licensure/Certification

Licensed Specialist in School Psychology

National Certified School Psychologist

Professional Interests

Autism, Consultation, Psychological Assessment, Social Justice

Jacqueline Borrego, LSSP, NCSP

Educational History

B.S. Communication Sciences and Disorders

The University of Texas at Austin

M.A. Special Education with a certification in Applied Behavior Analysis

The University of Texas at San Antonio

Specialist in School Psychology (SSP) School Psychology

Texas State University

Professional Interests

Autism, Early Childhood / Play-Based Assessment, In-class Behavior Support, and Counseling

Patricia Browne, LSSP

Educational History

BA Elementary Education
University of the Virgin Islands
Ed.S Specialist in School Psychology
University of the Virgin Islands

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Assessment and Interventions for Students Diagnosed with an Emotional Disturbance,
Consultation, Academic and Behavioral Interventions

Lori L. Capps, 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

Professional Interests

Assessment and Interventions for Students Diagnosed with an Emotional Disturbance,
Consultation, Academic and Behavioral Interventions

Dr. Nekedria Clark, LSSP, NCSP

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
Nationally Certified School Psychologist

Professional Interests

Early Childhood Assessment and Intervention, Spirituality, Stress, Projective Assessment

Kylie Cuevas, LSSP, NCSP

Practicum Coordinator

Educational History

B.S. Family Studies
Abilene Christian University
S.S.P. School Psychology
Abilene Christian University

Licensure/Certification

Licensed Specialist in School Psychology
Nationally Certified School Psychologist
Generalist EC-6 Teacher Certification
Special Education Teacher Certification

Professional Interests

Consultation, Behavior Intervention, Autism Spectrum Disorders, RTI/MTSS, Learning Disabilities, Mentorship/Supervision

Kyndal DeBerry, LSSP

Educational History

B.S. Psychology
West Texas A&M University
Specialist Degree - School Psychology
Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Autism, Assessment, & Support for Students with Internalizing Behaviors

Ashanté Givens-Boyd, LSSP, NCSP

Educational History

B.S. Psychology
Middle Tennessee State University
M.S. Educational Psychology
University of Kentucky
Ed.S. Educational Psychology, Concentration in School Psychology
University of Kentucky

Licensure/Certification

Licensed Specialist in School Psychology
Nationally Certified School Psychologist

Professional Interests

Emotionally and Behaviorally Disturbed Youth, Impacts of Behaviors on Educational Achievement, Assessment and Diagnostic Classifications, Behavioral Consultation, Behavior Modification

Jayn Higgins, LSSP

Educational History

B.A. Elementary Education
University of North Texas
M.S. School Psychology
Howard University

Licensure/Certification

Licensed Specialist in School Psychology

Naomi Jackson, S.S.P., L.S.S.P.

Educational History

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

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Academic and Behavioral Consultation, Behavior Intervention, RTI/MTSS

Madison Johnson, LSSP

Educational History

B.S. Middle School Education
Abilene Christian University
S.S.P. Specialist in School Psychology
Abilene Christian University

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Autism, Assessment, Consultation with Teachers

Stacey Livingston, LSSP

Educational History

B.S. Psychology
University of Kentucky
M.S. Educational Psychology
University of Kentucky
Ed.S. School Psychology
University of Kentucky

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Diversity, Social Justice, Advocacy, Response to Intervention, Industrial/Organizational Psychology, Glasser Framework, Specialized Programming/Planning, Pedagogy, Impact and Empowerment

Dr. Allante Lumas, LSSP

Educational History

B.A. Psychology
University of Michigan, Ann Arbor
M.A. School Psychology
University of Detroit Mercy, Detroit
Ph.D. School Psychology
Texas Woman's University, Denton

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Assessment, Disproportionality in Discipline, Assessment and Interventions for Students with Emotional-Behavioral Disorders, Assessment and Diagnostic Classifications, Therapeutic Interventions, Counseling

Dr. Rachael McIntosh, LSSP, NCSP

Educational History

B.A Psychology

Southern Connecticut State University

M.S. School Psychology

Nova Southeastern University

Psy.D. School Psychology

Nova Southeastern University

Licensure/Certification

Licensed Specialist in School Psychology

Nationally Certified School Psychologist

Professional Interests

Crisis Prevention and Intervention, Autism Assessment, Psychoeducational Assessment, Mentorship/Supervision

Dr. Jackie Miller, LSSP

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

Certified Bilingual Teacher

Professional Interests

Assessment, Crisis Intervention, Bilingual Assessment, Consultation, Counseling, Teen Parenting, Low Incidence/Comorbid Disabilities, Cross Cultural Issues, Suicide Awareness/Prevention, Autism

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

Professional Interests

Assessment, Staff Development, Autism Assessment, Early Childhood Assessment, Consultation, Experiential-Based Learning, Social Skills Groups

Anisa Nhan, LSSP, NCSP

Educational History

B.A Psychology and Social Behavior

University of California, Irvine

M.S. School Psychology

California State University, Los Angeles

Licensure/Certification

Licensed Specialist in School Psychology

Nationally Certified School Psychologist

Professional Interests

Autism, Early Childhood Assessment

Kyle Parker, LSSP

Educational History

Specialist in School Psychology - Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Autism, Grief, Creativity

Verlinda Pierce, LSSP

Educational History

B.A. Psychology

University of Texas at San Antonio

M.S. School Psychology

University of Texas at San Antonio

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Autism Assessment, Early Childhood Assessment, Child Find

Danielle Proskovec, LSSP, NCSP

Educational History

B.A Psychology

University of Nebraska, Lincoln

Specialist in School Psychology

Texas State University, San Marcos

Licensure/Certification

Licensed Specialist in School Psychology

Nationally Certified School Psychologist

Professional Interests

Autism, Early Childhood Assessment

Rylee Schafer, LSSP, NCSP

Educational History

B.A. Psychology

Ed. S. School Psychology

Abilene Christian University

Licensure/Certification

Licensed Specialist in School Psychology

Nationally Certified School Psychologist

Professional Interests

Behavior Interventions, Social Skills Support/Intervention, Autism Spectrum Disorders, Emotional Disturbance, Supervision/Mentoring

Amber Shawver, LSSP, NCSP

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

Nationally Certified School Psychologist

Professional Interests

Supervision/Mentorship, Neuro-affirming Practices/Social Justice, Autism Evaluation and Support, Anxiety Disorders

Aracely Shelton, LSSP

Educational History

Bachelor of Psychology and Masters of Pupil Personnel Services-School Psychology at Fresno Pacific University, Fresno, CA

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Bilingual learning, Mental health

Jeanette Smith, LSSP

Educational History

B.S. Psychology

University of Houston at Victoria; Victoria, Texas

M.A. Psychology

University of Houston at Victoria; Victoria, Texas

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Autism, Early Childhood Assessment, Behavior, and Bilingual Assessments

Chandra Srivats, LSSP

Educational History

M.A. Applied Psychology
University of Madras, India
S.S.P. School Psychology
Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Specific Learning Disabilities, Home school collaboration, Educational programming to fit student needs, MTSS

Hallye Stevens, Ed.S., LSSP, NCSP

Educational History

B.A. Psychology
Ed. S. School Psychology
California State University, Fresno

Licensure/Certification

Licensed Specialist in School Psychology
Nationally Certified School Psychologist

Professional Interests

Autism Assessment, Early Childhood Assessment

Dr. Talia Sullivan, LSSP

Educational History

B.S. Psychology
University of Central Arkansas
M.S. School Psychology
University of Central Arkansas
Ph.D. School Psychology
University of Central Arkansas

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Behavior, Counseling, Intervention, Supervision

Fernanda Vera, LSSP, NCSP

Educational History

B.A. Psychology
California State University, Northridge
M.A. Education, School Psychology
Ed. S. School Psychology
California State University, Sacramento

Licensure/Certification

Licensed Specialist in School Psychology

Nationally Certified School Psychologist

Professional Interests

Students with Autism Spectrum Disorder

Kierra Washington, S.S.P., LSSP

Educational History

B.A. Psychology, Minor Sociology

Texas A&M University, College Station

S.S.P. School Psychology

Texas State University, San Marcos

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Minority & Underprivileged Youth, Autism & Early Childhood

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

Professional Interests

Behavior Modification, Program Development, Training, Emotional Disturbance/Social Maladjustment

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.