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DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAM

Accredited by the American Psychological Association
APPIC member

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Program and Application Information

2026-2027

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General Information

The Lewisville Independent School District (LISD) sponsors an APA-accredited doctoral psychology internship program. The internship program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and is listed in the APPIC Directory.

The internship program has been in existence since 1994. At this time, four fully funded internship positions are available. The Lewisville ISD internship provides a planned, programmed sequence of training experiences with the primary focus being on assuring breadth and quality of training. The program consists of 2000 hours of training over a 12-month period and experience with at least 25% in direct client contact (minimum 500 hours). While the program focuses on school psychology, students from other doctoral programs, such as clinical and counseling psychology, are welcome to apply.

Interns are exposed to both Special Education and General Education programs. Under supervision of licensed psychologists, interns provide psychoeducational and psychological evaluation, consultation, training, counseling, behavior management, and crisis intervention services. Training assignments are made to ensure that each intern has the opportunity to provide assessment and intervention to students with various needs and diagnoses and to serve various age, cultural, socioeconomic, and minority groups. The wide range of diversity among students and staff in the Lewisville ISD allows the internship to offer considerable multicultural experiences to interns. Special efforts are also made to provide experience with low incidence disorders.

Lewisville Independent School District

The Lewisville Independent School District encompasses over 125 square miles in the southeastern portion of Denton County and serves the cities and communities of Lewisville, Flower Mound, The Colony, Highland Village, Double Oak, Copper Canyon, the northern portion of Carrollton and the western portion of Plano as well as portions of Frisco, Coppell, Grapevine and Argyle. The Lewisville ISD is fully accredited at all grade levels (K-12) by the Texas Education Agency. All high schools are accredited by the Southern Association of Colleges and Schools.

The Lewisville ISD is one of the largest school districts in the state of Texas. Student enrollment for the last school year was over 47,800 students on 66 campuses. At present, there are five high schools (grades 9-12), five ninth-grade campuses, 15 middle schools (grades 6-8), 33 elementary schools (PK-5), two Pre-K centers, two Career Centers, the Virtual Learning Academy, Discovery Academy, ten STEM academies, Collegiate Academy, and Night High School. There is also a county-wide Juvenile Justice Alternative Educational Placement center.

The Special Education department within the Lewisville ISD serves approximately 10,000 identified students (around 20% of the overall student population). The department is comprised of approximately 300 staff members, which consist of a variety of disciplines such as licensed psychologists/school psychologists, educational diagnosticians, speech pathologists, occupational therapists, physical therapists, music therapists, interventionists, in-home trainers, and specially certified teachers.

The internship program exists within a school district characterized by a high degree of diversity along several dimensions (e.g., racial/ethnic group membership, socioeconomic status, English as

a Second Language, limited English proficient, age, etc.). In addition, the Lewisville ISD Internship Program highly values the unique experiences and perspectives of its staff and encourages individuals from a wide range of backgrounds to apply.

Mission Statements

Psychological Services

Psychological Services seeks to utilize to the fullest extent theories, research, and specific strategies gleaned from the fields of psychology and education to improve social, emotional, and instructional environments in order to maximize the learning of each individual student while respecting their diverse backgrounds.

Doctoral Psychology Internship Program

In an effort to improve the quality of education in the Lewisville ISD, the Doctoral Psychology Internship Program at LISD is committed to meeting the diverse needs of the individual student. The program seeks to accomplish this goal by guiding interns toward the use of research-based methods of assessment, consultation, and intervention in order to expand the professional skills and competencies of the intern and integrate their diverse viewpoints while maximizing the learning and emotional well-being of the individual student.

Philosophy and Goals

The LISD Doctoral Psychology Internship Program is designed to prepare interns to excel in the provision of psychological services. Building on the professional skills and competencies acquired during graduate school training, interns gain practical experience and increasing independence in a variety of assessment approaches and therapeutic techniques with diverse populations. Training includes a focus on increasing intern awareness, sensitivity, and knowledge about issues impacting racial, ethnic, and economic minorities. In addition, interns may pursue individual interests and research throughout the training year as appropriate.

The LISD Doctoral Psychology Internship Program utilizes the practitioner-scholar model of training. Rather than the production of original research, this model of training emphasizes the development of professional competencies that are based on current research, scholarship, and practice. "Scholar" is defined as a practitioner who is always reading, learning, and developing in order to maintain and/or increase his or her competence in whatever professional roles he or she undertakes. Thus, psychology interns are urged to critically evaluate current theory, research, and practice when approaching their clinical tasks.

The staff and interns within LISD Psychological Services utilize research-based methods of assessment and intervention in their delivery of psychological services in the schools. To assist with this activity, interns have access to a small library of books and journals, which have been donated for their use. In addition, Psychological Services purchases books on a yearly basis, many of which act as a research-based guide to the practice of psychology. Utilization of the internet as a source of scholarly research is also emphasized as being a source of information to integrate into daily practice. Interns are encouraged to read current psychology journals to increase their knowledge and to share the information with other staff members so that the professional growth

process is mutual. The libraries of 12 universities, many of which have graduate level training programs in psychology, are available within a 30-mile radius.

Because LISD maintains the philosophy that the welfare of the student is strongly related to his or her interactions with others, LISD Psychological Services provides an emphasis on working with the family and school systems. In keeping with this philosophy, specific training opportunities are available in parent education and behavior management consultation with teachers. Maintaining communication with the family is considered crucial to the assessment process and to designing interventions which will be accepted and applied. Interns are trained to actively obtain thorough developmental and family histories as well as extensive information from family members and to increase the usefulness of assessment outcomes to families and other clients.

Sequence of Training

The intern training sequence occurs in four phases. The first phase, the didactic phase, involves a two-week, detailed series of presentations concerning the policies and procedures of LISD, the Special Education Department, Psychological Services, and the Internship Program. Discussion of special education law, ethics, and standards of professional practice are included as part of this training. Interns receive didactic instruction regarding policies and procedures within LISD and programs operated by Psychological Services staff. Special topics relevant to psychological services in the school setting are also presented during this time.

Interns are assigned to a primary and secondary supervisor during this initial two weeks of training. The assignment of supervisors is based on consideration of the needs and professional interests of each intern as well as the unique supervision style and experiential and training background of supervising psychologists. Assignment to a tertiary supervisor may be possible within the year dependent on the intern's areas of interest or need for professional growth. Interns may have the option of a more school-based experience (in which they are assigned to an individual school) or a more case-based experience (in which they are assigned cases at various schools). Opportunities for such flexibility are again based upon (1) the intern's interests and (2) availability of resources within the district.

The second phase of training is orientation, which allows interns to become familiar with their work setting and school district staff from various disciplines. During this phase, interns will have the opportunity to observe supervisors as they function in different work roles. Interns may observe their supervisor administer a test battery, attend an ARD/IEP meeting, sit in on a staffing, and observe various types of classrooms. This phase of training may last for one or two weeks, depending on the past training and experience of the intern.

During the third phase of training, interns receive their own cases and work with their supervisors regarding the disposition of the case. Supervisors may observe interns as they provide direct services to students, consult with teachers and administrative staff, or participate in staffings or ARD/IEP meetings. The length of this phase is dependent upon the progress of the intern.

The fourth phase involves increasingly independent work on the part of the intern. Initial cases generally focus on basic assessment of emotional and behavioral functioning. As the intern becomes proficient in utilizing these basic skills and competencies, other types of cases are assigned depending on the unique interests and needs of the individual intern. During this phase,

all interns are expected to participate in multidisciplinary autism evaluations (number of which is dependent on the intern's training plan). Interns also may be assigned individual or group counseling cases as well as other areas individualized on their training plan. During this phase, interns also have the opportunity to develop and implement a project of their own design, such as social skills training or teacher stress management programs.

Supervision

The Internship Training Director is a Licensed Psychologist and is present in the district on a full-time basis. For the 2026-2027 school year, the program has nine full-time licensed doctoral level psychologists on staff. Each intern is supervised by a Licensed Psychologist who carries clinical responsibility for the cases being supervised. Each internship supervisor in LISD supervises no more than two interns at any given time. The internship includes a minimum of two hours per week of formal face-to-face individual supervision. Additionally, each week, interns participate in two hours of group supervision, in which one hour entails discussions regarding family therapy and resource groups and one hour entails individual case presentations. Supervisors are readily available to provide consultation and supervision in crisis situations. A calendar of weekly group supervision meetings, clinical seminars, and workshops is developed each year. A minimum of two hours per week in didactic training is provided.

Evaluation and feedback are an integral aspect of the LISD training program. Interns will be formally evaluated three times during the training year on their Intern Training Plan, and they also receive summative feedback at the end of their internship year. Additionally, interns will provide formal and informal evaluation of both the training program and their supervisory experience. Evaluations of each intern's progress will be completed by the primary supervisor in collaboration with the intern and other professionals who have worked closely with the supervisee.

Training Areas

Interns are involved in a wide range of clinical training activities including assessment, counseling, parent and teacher consultation, in-service training, social skills instruction, workshops, professional conventions, and research. The school district serves children and families from diverse ethnic and minority backgrounds, as well as students with varying disabilities and needs; therefore, training and experience working with a broad range of populations is provided to all interns.

Although there is a formal Intern Training Plan with specific objectives that must be completed, each intern, in conjunction with his or her supervisor, may add individualized training objectives that he or she wishes to address. Training areas include:

Assessment: Children referred for individualized assessments present with a variety of needs and disabilities. Intern training includes completing psychological evaluations of children with emotional and behavioral issues, autism, attention difficulties, learning disabilities, and other concerns. Opportunities are available for participation in assessment of children with hearing impairments, vision impairments, and intellectual disabilities. Additional in-depth processing assessments and training opportunities may be available in the areas of low incidence disabilities or disorders (e.g. Spina Bifida, Turner Syndrome, neurofibromatosis, traumatic brain injury and

hydrocephaly, seizure disorders, etc.), depending on the intern's previous training and experience.

Report Writing: Interns are required to develop and refine report writing skills. Interns are trained to provide concise and accurate test results and develop recommendations that can be realistically implemented within a school setting.

Family Counseling: Utilizing a brief solution-focused model, interns will conduct family counseling throughout the year. Training in various theories and techniques of family therapy is available. Interns gain experience in therapeutic interventions and in taking a systemic view of students' difficulties.

Individual Counseling/Group Counseling: Interns provide individual and/or group counseling experiences with students with various diagnoses. Interns may lead or co-lead group counseling or training sessions with student or parents.

Consultation: Interns consult with teachers, parents, administrators, outside community professionals, and other individuals. Consultation may involve developing behavior management plans, implementing behavioral interventions in the classroom, facilitating program design, and/or developing educational modifications. LISD contracts with community psychiatrists and a consulting neurologist with whom the intern may also consult. Additionally, the intern may attend campus multi-tiered systems of support (MTSS) meetings and provide consultation and support to campus MTSS teams.

Crisis Intervention: The intern receives training in LISD's crisis intervention in response to situations such as threats of suicide, deaths of students or faculty, or severe behavioral disturbances and may participate in such intervention as needs arise. The intern may, along with their supervisor, attend Behavior Threat Assessment meetings, as part of the district crisis intervention protocol.

Individual Differences: Interns gain experience in using varied approaches appropriate for working with students from a wide range of backgrounds, including differences in race, religion, socioeconomic status, sexual orientation, disability, national origin, and other cultural factors. Sensitivity to and respect for individual differences are emphasized throughout the training program.

Diagnostic and Intervention Skills: Use of the DSM-5-TR is emphasized in the assessment process. Included in assessment is participation in designing and implementing interventions to meet the student's individual needs. Specific disorders that may be encountered in the school include:

ADHD	Psychotic Disorders
Intellectual Disabilities	Bipolar Disorders
Autism Spectrum Disorder	Depressive Disorders
Communication Disorders	Anxiety Disorders
Specific Learning Disorders	Disruptive Disorders

Educational Presentations: Interns collaborate with other personnel in preparing presentations for professional training. Routine opportunities for case presentations will be provided.

Community Referral and Liaison Services: Interns gain experience in working with professionals from other agencies. Through these activities, interns increase their knowledge of community

resources. Ethical and legal considerations involved in interacting with outside agencies are emphasized.

Policies and Ethics: Interns are trained in the federal, state, and local policies for provision of psychological services in the schools. They are required to utilize the ethical standards and guidelines provided by the American Psychological Association at all times.

Research: The training program includes opportunities for participation in ongoing research activities. Interns may have the opportunity to conduct individual research projects as appropriate, including dissertations.

Sample of Interns' Weekly Activities

Sample of Interns' Weekly Activities	
Activities	**Hours/Week**
I. Direct/Indirect Services	
A. Assessment	9
B. Observation	3
C. Counseling	
1. individual	1
2. group	1
3. family	1
4. crisis	1
D. Consultation	
1. parents	2
2. teachers/school personnel	4
3. other professionals	2
E. Professional Meetings	
1. staff	1
2. ARD/IEP	3
II. Supervision/Professional Development	
A. Individual Supervision	2
B. Group Supervision	2
C. In-Service Training & Workshops	3
D. Dissertation/Research	2
III. Administration:	
A. Report Writing	9
B. Paperwork/Case Management	4
TOTAL	50

These activities may vary. In the summer, more time is devoted to training activities and research. During the school year, more time is given to direct services.

Workshops and Conferences

Formal training workshop and conference opportunities provided during a recent internship period addressed the following topics:

ADOS-2 Training	Positive Psychology in the Schools
Ethics in the field of Psychology	Psychologists' Role in Discipline Decisions
Suicide Prevention	Selective Mutism
Non-violent Crisis Intervention	Counseling Techniques
Legal Issues and Due Process	Developing Recommendations based on Assessment

Interns generally attend the Regional Association of School Psychologists (RASP) seminars, the Texas Association of School Psychologists (TASP) convention, and/or training provided by area Regional Education Service Centers. Interns also attend in-services within the school district, and time is provided for interns to participate in local statewide workshops and conferences.

School District Programs and Settings

Each intern may have the opportunity for providing psychological services in the following school district programs or settings:

Mainstream: This instructional arrangement/setting is an instructional setting in which students with disabilities receive instruction in a core content area or other curricular area in the general education classroom. The student does not receive any push-in or pullout services for instruction from the campus-based special education teacher in that particular content area. The student may receive IEP accommodations and/or modifications, which are provided by the general education teacher in consultation with the special education teacher. A continuum of Special Education support services within the general education classroom may include (but are not limited to):

Supportive Teaching/One Teach One Assist: One teacher takes the lead instructional role and the other teacher rotates among the students to provide support. This person watches and listens as students work together, stepping in to provide one-to-one tutorial assistance when necessary while the other teacher continues to direct the lesson.

Parallel Teaching: Two teachers work with different groups of students on the same concepts in different sections of the classroom. Concepts may be taught in different formats.

Station Teaching or Small Group Instruction: One teacher is teaching a concept while the other teacher is teaching a group that enhances or re-teaches a concept and another group might be working on independent practice or independent discovery.

Alternative Teaching: One teacher manages the large group while the other teacher delivers an alternate lesson (or the same lesson with alternate materials or approaches) to a small group of students for a specific instructional purpose.

Team Teaching: Two teachers plan, teach, assess, and assume responsibility for all of the students in the classroom for that particular lesson. Roles may shift throughout the lesson

but both teachers are fully engaged in the delivery of the core content.

Specially Designed Instruction (SDI) In-Class Support: This instructional setting is for students who access the TEKS curriculum through accommodations and/or modifications in the general education setting. A student's IEP must include the provision of specially designed instruction such as teaching prerequisite skills, pre-teaching vocabulary and key concepts, or re-teaching. Routine use of strategies that change the way content is accessed and different ways that students demonstrate their learning are utilized. Co-teaching between general education teacher and special education teacher is expected. An SDI Strategist will collaborate with the general education teachers on a regular basis in order to effectively implement the necessary supports for students that this setting requires. SDI services are individualized according to the needs of the student.

Specially Designed Instruction (SDI) Direct Instruction: This instructional setting is for students to receive direct instruction from a special education teacher in a separate setting from the general education classroom. SDI must address specific goals in the student's IEP. IEP goals should be aligned to the grade level curriculum and identified deficit skills based on assessments. Students who receive a direct teach program should have pullout services daily. Some students may need to be pulled out once or twice a week to address prerequisite skills, pre-teach vocabulary and key concepts, etc.

Behavior Academic Support Environment (BASE): BASE is for students who have a Behavior Intervention Plan or IEP goals in the area(s) of social skills, organization, and/or study skills that require interventions and academic instruction. Interventions could include social skills groups, a morning check in and afternoon check out, direct teaching about organizational and study skills goals, etc. BASE may also be used as an administrative discipline placement. If students are placed in BASE for discipline, they will still receive academic instruction and other services.

Behavioral Intervention Classrooms (BIC): Behavior Intervention Classes are for students with severe emotional/behavioral concerns that adversely affect the student's learning or the learning environment for other students. The needs of students in BIC cannot be met appropriately in other settings, such as general education classroom, a combination of general education classes and special education supports, or other special education settings. BIC provides an educational environment with a high level of structure and individualization to address students' social and behavioral skills that are needed to be successful in the general education setting. Students' behavioral and social skill needs are supported through positive behavior supports and the principle of applied behavior analysis focusing on teaching deficit skills through the use of explicit instruction, modeling, practice/role play, and feedback of appropriate behaviors.

Communication Classes: The focus of the Communication class is to provide class instruction with a verbal language (behavioral) approach to language acquisition; this class assumes these students do not acquire language "incidentally". The Communications class has a high degree of classroom structure with an emphasis on the development of effective communication skills through specialized, direct instruction based on the principles of applied behavior analysis and Skinner's analysis of verbal behavior. This includes, but is not limited to, high rates of reinforcement, fast-paced instruction, discrete trial training, and a behavioral approach to the acquisition of language. The daily schedule of activities includes intensive teaching trials with carefully arranged contingencies (prompting, fading, careful shaping, transfer of stimulus control use of motivating operation, differential reinforcement, etc.). Another component is recognizing the importance of language development in the demonstration of social skills.

Life Skills: Life Skills classes provide intensive instruction using a functional approach in areas of academic, self-help, vocational, socialization, and daily community living skills that promote independence. Students in the Life Skills class have a cognitive disability that requires them to access the curriculum through prerequisite skills that are linked to the grade-level curriculum. In additional to specialized academic instruction, students need support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs. Life Skills instruction focuses on the following:

- Assisting each student in experiencing success in academic and/or elective subjects at his/her ability level, integrating academic instruction into meaningful age-appropriate functional activities.
- Assisting each student in securing functional/self-help, vocational, and job-related skills as appropriate.
- Assisting each student in obtaining socialization skills to be used in daily and community living.
- Increasing skills that lead to independence within the community.

There are three types of Life Skills classes:

Academic Life Skills (ALS): Students in ALS exhibit significant academic needs, which are pervasive in all core academic areas.

Academic and Vocational/Prevocational Life Skills (AVLS): Students in the AVLS setting exhibit severe needs in all of the following communication, daily living skills, social skills, and vocational skills. AVLS classes provide a more intensive instructional environment for functional-based skill to promote independence to the maximum extent possible in the areas of academic, self-help, vocational, socialization, and daily community living.

Functional Life Skills (FLS): The FLS program provides instruction for students with severe to profound delays in the area of cognition and are generally non-ambulatory and/or medically fragile. Instruction in the FLS classroom emphasizes basic life skills with the integration of functional prerequisite academics. FLS classrooms focus on the following: (1) establishing skills to tolerate environments, communicate needs, and independent self-care skills (dressing, grooming, etc.) and (2) the instructional environment promotes opportunities for sensory stimulation and social interactions.

Early Childhood Special Education (ECSE): ECSE is a program for students with disabilities, ages 3-5 years. These classes are designed to provide instruction for students with delays in cognition, communication, psychomotor, self-care, and social-emotional areas. A student must exhibit a severe delay in one or more areas or a moderate delay in two or more areas. Options for the ECSE program include self-contained, inclusive/blended classrooms, and kindergarten with special education support through specially designed instruction.

District Alternative Education Program (DAEP): The DAEP is a regular disciplinary program that serves students who have engaged in misconduct. It educates these students for a specified period of time, and then they return to their home campus.

Accelerated Program – The Accelerated Program is a regular education program designed to meet the needs of students who are at risk for dropping out of school. Instruction is individualized and self-paced. The curriculum often contains a vocational component.

School-Age Parenting Program (SAPP): The SAPP program is designed to provide a specialized learning environment for students who are expectant parents.

Focus on the Future (FOF): FOF is a community-based transition program for students with disabilities who are between 18 and 21 years of age. Individual supports for a successful transition to adult life are provided in the areas of employment, recreation activities, social relationships, and independent living. Each young adult's schedule is based on IEP goals and objectives that have been developed after extensive coordination and collaboration with the student, his/her parents, agencies, and other stakeholders.

Homebound Program: Homebound is a setting for providing Special Education and related services to eligible students who are served at home or hospital bedside. The students are expected to be confined for a minimum of four consecutive weeks as documented by a physician licensed to practice in the United States. Homebound instruction may also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year. Homebound students are generally unable to participate in extracurricular or co-curricular activities, work programs, outside jobs, and other activities away from home under normal circumstances.

Vocational Adjustment Class (VAC): The VAC is a Special Education vocational program that is offered on the high school campus. This instructional arrangement is designed for students with disabilities who desire vocational training and are unable to make progress in regular vocational programs. The curriculum of the VAC program includes on-the-job training and frequent supervision at work sites in the community. Employment opportunities and training are based on vocational evaluation, student needs and abilities, teacher recommendations, and parental preference.

Technology, Exploration, & Career East (TECC-E) and Technology, Exploration & Career Center West (TECC-W): The Career Centers provide vocational instruction in fields such as cosmetology and auto-technology. Further, with campus-based vocational programs, students may receive specific job training and off-campus job placement from the Vocational Adjustment Coordinator. The school staff conducts vocational assessments and develops an individual transition plan which is designed to help each student successfully work and live in the community after graduation.

Itinerant Teacher Program: Students with special needs are served by teachers certified in the areas of visual impairment, auditory impairment, orientation and mobility, and adapted physical education. The district also has vocational/transitional specialists and specialists who are trained in working with severe behavioral difficulties. Some students are transported to nearby Denton ISD to participate in the Day School Program for the Deaf. Also, some students with autism may be provided in-home or parent training in accordance with their IEP requirements.

General Education Counseling: General Education counselors provide support and guidance to all students on each LISD campus. During the course of internship training, interns may consult with General Education counselors. These counselors sometimes participate, along with district psychologists and psychology interns, as members of the ARD/IEP committee.

Special Education Counseling: Special Education Counseling is designed to augment the counseling services provided to students who are eligible for Special Education. Special Education

counselors are specifically trained to address the concerns of children with special needs. Members of Psychological Services routinely participate in staffings and consultation with Special Education counselors.

Family Counseling Program: Special Education offers an evening Family Counseling program. The program is based on the premise that working cooperatively with parents of children with emotional/behavior problems can bring about greater success than working independently with the child. Interns will have the opportunity to participate in parent consultation sessions, family counseling, and group counseling with parents and/or children. Educational presentations to parents on a variety of subjects such as parenting skills are also offered. The intern may have the opportunity to develop and participate in these presentations.

Multidisciplinary Team Evaluations: Multidisciplinary evaluation teams assess children who are referred due to suspected disability (e.g., Autism Spectrum Disorder, Emotional Disability, Learning Disability, Intellectual Disability, etc.). The evaluation team can include a speech therapist, occupational therapist, physical therapist, diagnostician, interventionist, teacher, counselor, and licensed psychologist/school psychologist. Evaluating members also provide consultation and training to school staff and families.

Parent Support Groups/Parent Education: LISD seeks to encourage the development of knowledge and skills within the family through sponsoring parent support groups and providing parent education. Areas of parent education include drug and alcohol issues, parenting skills, medication issues, and crisis intervention. Interns also will have direct participation in facilitating social skills training as part of the FOCUS program (**F**amilies **O**f **C**hildren with Autism Spectrum Disorders **U**nited and **S**upported).

Circle of Friends: Circle of Friends is a peer support group for special needs students. Many campuses have a Circle of Friends coordinator who directs the organization. Circle of Friends provides a social network that is specifically selected based on interests and skills. These friends provide support and serve to facilitate special needs students' interactions in the school community. Licensed psychologists/school psychologists may assist in identifying students who will benefit from Circle of Friends and in consulting with Circle of Friends coordinators.

Bilingual/English as a Second Language (ESL) Services: LISD provides varied services for children for whom English is not the primary language. Psychology interns may have the opportunity to observe or participate in bilingual assessment, instruction, and interventions.

The Lewisville Community

Situated between Grapevine Lake and Lewisville Lake, the city of Lewisville is about 25 miles north of downtown Dallas. The Lewisville area offers a wide range of differences in student and family population, including areas such as ethnicity, age, socioeconomic status, and language. Within the last several years, Lewisville has seen a dramatic increase in diversity, which provides interns with greater opportunities to work with clients from richly varied backgrounds.

The Lewisville area offers many small-town advantages in addition to the advantages gained from being a part of a large metropolitan area. Lewisville and the surrounding communities are home to many fine local restaurants and arts-and-crafts shops as well as one of the largest shopping malls

in North Texas. The easily accessible cities of Dallas and Fort Worth provide entertainment that includes a variety of ethnic and specialty restaurants, an abundance of night-life activities, theater and dance groups, and a world-class symphony. Lewisville itself offers several fine arts venues including Community Theater, dance, and a municipal symphony. The Lewisville area, replete with heavily wooded hills and trails, provides opportunities for hiking, horseback riding, camping, biking, and picnicking. An abundance of shorelines welcome water-skiing, boating, and swimming.

The Lewisville ISD is surrounded by more than 10 major institutions of higher education including the University of North Texas, Texas Woman's University, Southern Methodist University, and Texas Christian University. Numerous community colleges are also within commuting distance.

Appendix I

LISD DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAM MEETS APA CRITERIA

The LISD Doctoral Psychology Internship Program meets the following criteria, as delineated by the American Psychological Association and the National Association of School Psychologists:

1) An organized training program, which is designed to provide the intern with a planned, programmed sequence of training activities in contrast to supervised experience or on-the-job training. The primary focus is on assuring breadth and quality of training.

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), which operates under the Behavioral Health Executive Council.

3) The internship program has at least two licensed psychologists on the staff who will act as supervisors.

4) The internship program will meet the standards of the Texas State Board of Examiners of Psychologists.

5) The internship program will meet the standards of the American Psychological Association.

6) The internship program will meet the standards of the National Association of School Psychologists.

7) Internship supervision is provided by a staff member of the internship agency who carries clinical responsibility for the cases being supervised.

8) The internship provides training in a range of assessment and intervention activities conducted directly with clients.

9) At least 25% of the trainee's time is in direct client contact (minimum of 500 hours).

10) The internship includes a minimum of two hours/week of formal, face-to-face individual supervision. There are at least two additional hours/week in group supervision as well as two hours/week in didactic learning activities.

11) Training is post-practicum level.

12) The internship has a minimum of two full-time interns at the internship level of training during the training period.

13) Trainees have the title "Psychology Intern."

14) The internship has a brochure, which describes the goals and content of the internship and clearly stated expectations for quality and quantity of trainee's work and is made available to prospective interns.

15) A year of full-time, supervised experience in the internship is defined as a 45-50 hours per week experience/employment over a 12-month period, providing an internship of at least 2000 hours.

16) 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. All APPIC policies and guidelines with regard to conduct and the application for internship are adhered to.

Appendix II

APPIC MATCHING PROCESS

Intern Selection Criteria

I. Applicants must register with APPIC as a prospective intern through the National Matching Services (https://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 Lewisville ISD match number is: 158511-General Psychology Internship. The Lewisville ISD program code is 1585.

II. Materials employed in selecting interns are utilized through the APPIC portal system (APPIC website: www.appic.org). Applicants must complete the APPIC Application for Psychology Internship (AAPI), which includes the following:

A. Cover letter

B. Essays

C. One Sample Psychological Evaluation Report

D. Completed Program's Verification of Internship Eligibility and Readiness from Director of Training, indicating:
   1. Current status as doctoral student in a psychology program
   2. Comprehensive exams completed successfully
   3. Completion of all didactic and supervised practicum training in the academic setting by the start of the internship
   4. Internship required by program
   5. Completion of all formal coursework

E. Current, comprehensive vita

F. Three favorable letters of recommendation addressing:
   1. Prior training, interests and goals appropriate to the internship program
   2. Ability to apply assessment/diagnosis, intervention, and/or treatment knowledge in psychology under supervision
   3. Ethical conduct
   4. Interpersonal skills appropriate to the professional practice of Psychology

G. Official transcripts of all graduate work indicating courses or course content in the following:
   1. Core curriculum including biological bases of behavior, cognitive/emotional bases of behavior, social 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
2. Intellectual, personality, and other assessment courses
3. Counseling (individual, crisis, group, or family), consultation and behavior management
4. Advanced research and program evaluation courses
5. Language and computer courses
6. Practicum experience
7. Professional issues and standards, roles and functions of school psychologists; legal, cultural, and ethical issues; history and foundation of school psychology; education of exceptional learners; multicultural education; organization, administration, and financing of public schools; curriculum and instructional/remedial techniques

The only supplemental material required by Lewisville ISD is a sample psychological report, which is submitted through the APPIC Application for Psychology Internship (AAPI) (noted above). Application requirements should be on file within the APPIC portal system by November 15th.

III. At least 750 practicum hours required (anticipated practicum hours included), distributed over at least one year of graduate study:

A. Two hundred fifty hours (250) in assessment services to diverse student populations which address a range of presenting problems using a variety of assessment/diagnostic approaches

B. Two hundred fifty hours (250) in methods of intervention and treatment provided to diverse student populations which address a range of presenting problems

C. Two hundred fifty hours (250) of formal supervision (both individual and group)

IV. In response to APPIC recommendations, we will conduct interviews remotely via WebEx or Zoom. Applicants will also be provided the opportunity to connect virtually with current interns and/or participate in virtual information sessions/tours.

V. Applicants must submit rank order lists according to APPIC guidelines. Our match number is 158511-General Psychology Internship.

Interview Process

- All application materials MUST BE COMPLETED BY NOVEMBER 15th. Applicants with incomplete files may not be considered for an interview.

- Applicants chosen for an interview will be notified by email by December 15th in order to schedule an interview. Interviews will be held on Wednesdays in January and are scheduled on a first-come, first-serve basis.

- The interview typically consists of a one-hour formal interview with two staff psychologists and an informal meeting with current psychology interns.

- The candidates are rated on a numeric scale during the formal interviewing process. A total rating score is calculated.

- After all prospective interns have been interviewed, the Training Committee meets and ranks the candidates according to their application materials and their interview responses. The numerical ratings from the interview are weighted with the committee's impression of the candidate to form the rank order that is submitted to the APPIC match system.

Appendix III

HIRING PROCESS AND INTERN BENEFITS

Every prospective employee of the Lewisville Independent School District must go through the District's employment and hiring process, which includes undergoing and passing a background check, before being allowed to work in the district. Employment guidelines are established by LISD Board Policy DBAA (Local), which is accessible at this link: https://pol.tasb.org/Policy/Code/384?filter=DBAA . Lewisville ISD Board Policy states that the "District shall obtain criminal history record information on final candidates for employment. All District positions have the potential for contact with students. The District shall disqualify from employment a person whose criminal history indicates that the person poses a threat to students or employees. Consistent with business necessity, the District shall also disqualify from employment a person whose criminal history is otherwise inconsistent with the job duties of the position for which the person is being considered." Each criminal history is reviewed on a case by case situation and the "pass/fail" determination is made based on the type of infraction as well as the time and frequency of the infraction. LISD does not conduct pre-employment drug testing. Decisions regarding employment are made by the Chief Human Resource Officer and Executive Director of Human Resources.

Each prospective employee is also required to complete an Employment Eligibility Verification Form (I-9) and produce documentation of their identity and authorization to work; presentation of their social security card is required for payroll purposes. The Lewisville ISD Psychology Internship Program requires each matched Intern to sign an "Internship Acceptance Form," acknowledging that their Internship appointment and employment with the District is contingent upon successfully completing the District's hiring process.

Lewisville ISD reserves the right to refuse employment and/or terminate the contract of any intern who violates District policy, whose performance is deemed unsatisfactory, or upon notification by the intern's University that the intern has withdrawn from the University or is otherwise ineligible for the Doctoral Psychology Internship Program.

The Lewisville Independent School District will provide the 2026-2027 Psychology Intern with the following:

I. An annual salary of $36,000, prorated over 12 months. A travel allowance is also offered, based on the current IRS rate.

II. Employee benefits are consistent with those of other staff psychologists including:

A. 5 state personal days, 5 local personal days, and 20 hardship days
* (If all days are utilized, the 2000 hour requirement may not be met.)

B. 25 school holidays (26 days if "bad weather" day not needed)

C. Sick leave bank

D. Optional group hospitalization and surgical benefits plan and optional disability income

E. Optional medical, dental, and vision insurance

F. District life insurance benefits

G. Workman's compensation

H. Deductions for teacher retirement

I. Other benefits such as pre-tax withdrawal of health insurance premiums, annuities, cafeteria plan, etc.

J. Provision for participating in a wide range of professional development activities

K. An appropriate work environment including adequate equipment, materials, secretarial support services, and office facilities (desk, bookshelf, phone, computer, software)

Appendix IV
Lewisville Independent School District

DIRECTORY OF PSYCHOLOGICAL SERVICES STAFF MEMBERS

SY 2026-2027

LAURA ALBA, Ph.D., SUPERVISING PSYCHOLOGIST: B.A. San Diego State University; M.S., Teacher's College, Columbia University; Ph.D., University of California, Riverside

- **Internship**: Lewisville Independent School District (APA Accredited), Lewisville, TX
- **Post-Doctoral Fellowship**: University of Texas Southwestern Medical Center
- **Licensures/Certifications**: Licensed Psychologist, Licensed School Psychologist, National Certified School Psychologist
- **Professional Affiliations**: Texas Association of School Psychologists, National Association of School Psychologists, American Psychological Association
- **Areas of Special Interest**: Adverse Childhood Experiences, Neurodevelopmental Disabilities, Bilingual Assessment, Spanish-speaking Families, Social Justice and Equity in Assessment Practices

GRACE BLYTH, M.A., SCHOOL PSYCHOLOGIST: B.A., The University of South Florida; M.A., Louisiana State University

- **Internship:** Lewisville Independent School District (APA Accredited), Lewisville, TX
- **Licensure/Certifications:** Licensed School Psychologist
- **Professional Affiliations:** National Association of School Psychologists**,** DFW Regional Association of School Psychologists
- **Areas of Special Interest:** Autism; Positive Psychology; Perfectionism in Gifted/Talented Students

ROBIN CHANEY, Psy.D., SUPERVISING PSYCHOLOGIST: B.S., Ouachita Baptist University; M.S. Florida Institute of Technology; Psy.D., Florida Institute of Technology

- **Internship:** Lewisville Independent School District (APA Accredited), Lewisville, Texas
- **Licensure/Certifications:** Licensed Psychologist, Licensed School Psychologist
- **Professional Affiliations:** American Psychological Association, National Association of School Psychologists, DFW Regional Association of School Psychologists
- **Areas of Special Interest:** Early Childhood Development; Autism Spectrum Disorders; Assessment; Counseling; Crisis Intervention; Differential Diagnosis.

AMBRE CHRISTIAN, S.S.P.: B.A, California Baptist University; M.S., Texas A&M University- Commerce; S.S.P., Texas A&M University- Commerce

- **Internship:** Greenville Independent School District
- **Licensure/Certifications:** Licensed School Psychologist
- **Professional Affiliations:** DFW Regional Association of School Psychologists
- **Areas of Special Interest:** Mental health treatment and support within the educational setting, Behavioral Interventions and Supports, Dyslexia, Students with PTSD resulting from parents in the military and/or in foster care, High functioning girls with autism

CHRISHAWN FINISTER, Ph.D.: B.S., Xavier University of Louisiana; S.S.P., Texas Woman's University; Ph.D., University of Texas at Arlington

- **Internship:** Arlington Independent School District, Arlington, Texas
- **Licensure/Certifications:** Licensed School Psychologist; Licensed Psychological Associate; Nationally Certified School Psychologist
- **Professional Affiliations:** DFW Regional Association of School Psychologists; National Association of School Psychologists
- **Areas of Special Interest:** Autism Spectrum Disorders; Early Childhood Assessment and Interventions; Executive Functioning Interventions

DORCA W. GARCIA-TORRES, M.A.: B.A., University of Rochester, Rochester, NY, M.A., Interamerican University, San Juan, Puerto Rico.

- **Internship:** Dallas Independent School District, Dallas, Texas
- **Licensure/Certifications**: Licensed School Psychologist
- **Professional Affiliations:** DFW Regional Association of School Psychologists, National Association of School Psychologists
- **Areas of Special Interest:** Early Childhood, Autism, Bilingual evaluations for Spanish-speaking families, Parent Education

MAYRA GARCIA, M.A.: B.A., Western Governors University; M.A., Stephen F. Austin State University

- **Internship:** Prosper Independent School District, Prosper, TX
- **Licensure/Certifications**: Licensed School Psychologist
- **Professional Affiliations:** Texas Association of School Psychologists (TASP)
- **Areas of Special Interest:** Autism Spectrum Disorder in adolescent females, with emphasis on co-occurring internalizing disorders, emotion regulation difficulties, and self-injury; Executive functioning profiles and academic engagement in secondary populations; Impact of acculturation stress and first-generation immigrant experiences on student functioning; School-based mental health and behavioral outcomes.

LATASHA GREENE, Psy.D., SUPERVISING PSYCHOLOGIST: B.S., Florida A&M University; M.A., Illinois School of Professional Psychology at Argosy University Chicago; Psy.D., Illinois School of Professional Psychology at Argosy University Chicago

- **Internship:** Dallas Independent School District (APA Accredited), Dallas, Texas
- **Licensure/Certifications**: Licensed Psychologist, Licensed School Psychologist
- **Professional Affiliations:** American Psychological Association, National Association of School Psychologist, DFW Regional Association of School Psychologist
- **Areas of Special Interest:** Differential Diagnosis; Autism Spectrum Disorders; Juvenile Forensics; Post Traumatic Stress Disorders in Children and Adults, Private Practice

VERNON HARRIS, Ed.S.: B.S., University of Kansas; M.S., Ed.S., Emporia State University

- **Internship**: Wichita Public Schools, Wichita, Kansas
- **Licensure/Certification**: Licensed School Psychologist
- **Professional Affiliations**: DFW Regional Association of School Psychologist
- **Areas of Special Interest**: Autism Spectrum Disorder, Social and Cultural Psychology, and Behavioral Disorders.

KIMBERLY KOMON, Ph.D., **LEAD PSYCHOLOGIST, SUPERVISING PSYCHOLOGIST**: B.A., Northern Illinois University; M.A., Ball State University; Ph.D., Ball State University

- **Internship:** Lewisville Independent School District (APA Accredited), Lewisville, Texas
- **Licensure/Certifications:** Licensed Psychologist, Licensed School Psychologist
- **Professional Affiliations:** American Psychological Association, National Association of School Psychologists, DFW Regional Association of School Psychologists
- **Areas of Special Interest:** Autism Spectrum Disorders; Crisis Prevention

APRIL LAWSON, Ed.S.: B.A., THE Clemson University, Clemson, South Carolina; Ed.S. Florida State University

- **Internship**: Gwinnett County Public Schools, Georgia
- **Licensure/Certifications**: Licensed School Psychologist, Licensed Psychological Associate
- **Professional Affiliations**: DFW Regional Association of School Psychologists
- **Areas of Special Interest**: Neuro-affirming resources for therapy and families, autism-friendly classrooms and strategies versus compliance

JESSICA MARTIN, S.S.P.: B.A., Nicholls State University; S.S.P., Nicholls State University

- **Internship:** Gregg County Shared Services Arrangement, Liberty City, Texas
- **Licensure/Certifications:** Licensed School Psychologist
- **Professional Affiliations:** DFW Regional Association of School Psychologists
- **Areas of Special Interest:** Eating Disorders; Pre-referral Interventions; Bullying; Cyberbullying; Anxiety and Related Disorders

KATHERINE PIERCE, Ph.D., **INTERNSHIP TRAINING DIRECTOR, SUPERVISING PSYCHOLOGIST:** B.A., The University of Texas at Austin; M.A., Texas Woman's University; Ph.D., Texas Woman's University

- **Internship:** Lake Dallas Independent School District, Lake Dallas, TX
- **Licensure/Certifications:** Licensed Psychologist, Licensed School Psychologist
- **Professional Affiliations:** American Psychological Association, DFW Regional Association of School Psychologists
- **Areas of Special Interest:** Early Childhood Assessment and Intervention; Self-injurious and Aggressive Behaviors, Health Psychology

ASHWIN RAMESH, Ph.D.: B.A., Texas A&M University; M.S., University of Texas at Dallas; Ph.D., Texas Woman's University

- **Internship:** North Kansas City School District, Kansas City, MO
- **Licensure/Certifications:** Licensed School Psychologist
- **Professional Affiliations:** none
- **Areas of Special Interest:** Assessment and Intervention with Multicultural Clientele; Mindfulness; Mood Disorders in Children and Adolescents

CHRISTINA RIOU, M.S.: B.S., Texas A&M University – San Antonio; M.S., School Psychology, Our Lady of the Lake University

- **Internship**: Dallas Independent School District, Dallas, Texas
- **Licensure/Certifications**: Licensed School Psychologist
- **Professional Affiliations**: DFW Regional Association of School Psychologists
- **Areas of Special Interest**: Autism Spectrum Disorders; Counseling/Therapy

TIFFANY ROOT, Psy.D., SUPERVISING PSYCHOLOGIST: B.A., North Central

College; M.A., Adler University, Psy.D., Adler University

- **Internship**: Lewisville Independent School District (APA Accredited), Lewisville, Texas
- **Licensure/Certifications**: Licensed Psychologist, Licensed School Psychologist
- **Professional Affiliations**: National Association of School Psychologists, American Psychological Association, DFW Regional Association of School Psychologists
- **Areas of Special Interest**: LGBTQIA+ Studies, Projective Assessment Measures, Substance Use Disorders, Attachment Theory, Play Therapy, Early Childhood Assessment and Interventions

LAURA SALAZAR, SSP: B.S., Abilene Christian University; SSP, Texas Woman's University

- **Internship:** Denton Independent School District, Denton, TX
- **Licensure/Certifications:** Licensed School Psychologist, Nationally Certified School Psychologist
- **Professional Affiliations:** Texas Association of School Psychologists, DFW Regional Association of School Psychologists, National Association of School Psychologists
- **Areas of Special Interest:** Working with Multicultural & Immigrant Populations; Autism Assessment; Behavior Intervention; Aggressive Behaviors & Crisis Response

SHAILJA SHARMA, Ph.D.: B.A., Punjab University, India; M.A., Punjab University, India; SSP, Texas Woman's University, Texas; Ph.D., Texas Woman's University, Texas

- **Internship**: Lewisville Independent School District (APA Accredited), Lewisville, Texas
- **Licensure/Certifications**: Licensed School Psychologist
- **Professional Affiliations**: American Psychological Association; D/FW Regional Association of School Psychologists
- **Areas of Special Interest**: Depression; Externalizing Behaviors; Mindfulness and other positive interventions

JENNE SIMENTAL, Ph.D., SUPERVISING PSYCHOLOGIST: B.A., California State University, Northridge; M.Ed., University of California, Santa Barbara; Ph.D., University of California, Santa Barbara

- **Internship**: Lewisville Independent School District (APA Accredited), Lewisville,
- Texas
- **Licensure/Certifications**: Licensed Psychologist, Licensed School Psychologist
- **Professional Affiliations:** DFW Regional Association of School Psychologists
- **Areas of Special Interest**: Secondary Education; Emotional Disturbance; Conduct Disorder; Juvenile Justice

DANIELLE E. STARKS, Ed. S., NCSP: B. S., Oklahoma State University; M. S., Oklahoma State University; Ed. S., Oklahoma State University

- **Internship:** Tulsa Public Schools, Tulsa, Oklahoma
- **Licensure/Certifications:** Licensed School Psychologist, Nationally Certified School Psychologist
- **Professional Affiliations:** National Association of School Psychologists, Texas Association of School Psychologists
- **Areas of Special Interest:** Response to Intervention; Minorities in Special Education; Social/Emotional Wellness of Adolescents

MATTHEW SUTTON, S.S.P.: B.A., Baylor University; S.S.P., Texas Woman's University

- **Internship:** Denton Independent School District, Denton, Texas
- **Licensure/Certifications:** Licensed School Psychologist
- **Professional Affiliations:** DFW Regional Association of School Psychologists, National Association of School Psychologists
- **Areas of Special Interest:** Behavioral Intervention and Supports, Differential Diagnosis, Play-Based Assessments, Positive Psychology.

ARTHUR H. SWISHER, JR., Ph.D., SUPERVISING PSYCHOLOGIST: B.S., Texas Christian University; M.A., University of North Texas; Ph.D., Texas Woman's University

- **Internship:** Denton Independent School District, Denton, Texas
- **Licensure/Certifications:** Licensed Psychologist, Texas; Licensed School Psychologist
- **Professional Affiliations:** American Psychological Association (APA); National Association of School Psychologists (NASP); DFW Regional Association of School Psychologists (DFWRASP; President 2022-2024)
- **Areas of Special Interest:** Neuropsychology, Autism, Positive Behavior Supports, Social-Emotional Learning, Technological Applications in School Psychology

TASHINA R. VANDERWOUDE, Ph.D., SUPERVISING PSYCHOLOGIST: B.A., St. Mary's University; M.S., Mississippi State University; Ph.D., Mississippi State University

- **Internship:** Lewisville Independent School District, Lewisville, Texas
- **Licensure/Certifications:** Licensed Psychologist, Licensed School Psychologist, Board-Certified Behavior Analyst
- **Professional Affiliations:** National Association of School Psychologists, American Psychological Association, DFW Regional Association of School Psychologists
- **Areas of Special Interest:** Multiracial Studies, Multi-Tiered Systems of Support, Teacher-Student Relationships

JENNIFER WEIDENBACH, MA.: B.A., University of North Texas; M.A., University of North Texas

- **Internship:** Denton Independent School District, Denton, Texas
- **Licensure/Certifications:** Licensed School Psychologist
- **Professional Affiliations:** Texas Association of School Psychologists, DFW Regional Association of School Psychologists
- **Areas of Special Interest:** Depression and Anxiety Disorders, Attention and Executive Functioning

KIMMELY M. WILLIAMS, Psy.D.: B.S., Southern University and A&M College; M.S., Philadelphia College of Osteopathic Medicine; Ed.S., Philadelphia College of Osteopathic Medicine; Ed.S.; Psy.D., Philadelphia College of Osteopathic Medicine

- **Internship:** School District of Philadelphia, Philadelphia, Pennsylvania; East Texas Neurobehavioral Health, Gun Barrel City, Texas
- **Licensure/Certifications**: Licensed School Psychologist, Certified School Psychologist, Nationally Certified School Psychologist
- **Professional Affiliations:** National Association of School Psychologists, DFW Regional Association of School Psychologists
- **Areas of Special Interest:** Stereotype Threats, Psychological Resilience, Special Education Disproportionality

For more information, contact:
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