TABLE OF CONTENTS

ABOUT THE DALLAS INDEPENDENT SCHOOL DISTRICT ............................................. 03
  Facts and Figures ................................................................................................................. 03
  Experience Providing School-based Mental Health Services for Students from Diverse Backgrounds in an Urban Setting ............................................................................................... 03
  Department of Psychological and Social Services ............................................................... 03
  Administrative Structure ...................................................................................................... 04

INTERNSHIP TRAINING PROGRAM .................................................................................. 05
  Internship Synopsis ............................................................................................................. 05
  Sequence of Program ............................................................................................................ 06
  Philosophy and Mission ....................................................................................................... 07
  Aims, Training, Competencies, and Outcomes of the Training Program ......................... 09
  Completion Requirements ................................................................................................. 15
  Grievance Policy ................................................................................................................ 18

APPENDICES ................................................................................................................................. 20
  A.  Contracts and Benefits .......................................................................................................... 20
  B.  Intern Selection Criteria ....................................................................................................... 21
  C. Personnel .......................................................................................................................... 23
  D.  APPIC Match Information and Policies Links ................................................................. 26
  E.  Dallas Area ......................................................................................................................... 27
  F.  Directions to Psychological and Social Services Office ................................................... 28

The Dallas Independent School District does not discriminate on the basis of sex, disability, race, religion, color, age, gender, sexual orientation, and/or national origin in educational programs or activities which it operates, and it is required by Title IX, Section 504, and Title VI, not to discriminate in such a manner. This policy not to discriminate extends to employment in and admission to such programs and activities. For information about rights or grievance procedures, contact the Title IX administrator, Section 504 Administrator, Mary McCants, or the Employee Relations Department at 3700 Ross Avenue, Dallas, Texas 75204.
ABOUT THE DALLAS INDEPENDENT SCHOOL DISTRICT

Facts and Figures

The Dallas Independent School District is the fourteenth largest school district in the United States. It has a one billion-dollar annual budget and is one of the largest employers in the Dallas/Ft. Worth metropolitan area. The Dallas Independent School District is “one of the nation’s fastest improving school districts,” according to the Council of the Great City Schools. With 224 schools and more than 160,000 students, Dallas ISD is home to the top two public high schools in the country (Yvonne A. Ewell Townview Center’s School of Science and Engineering and School for the Talented and Gifted) as reported by The Washington Post and Newsweek.

The Dallas Independent School District serves a diverse student body. The students come from homes where nearly 70 different languages are spoken. The student population is 70.2% Hispanic, 22.9% African-American, 4.7% Caucasian, 1.3% Asian, and 0.3% American Indian. The Psychological and Social Services staff also displays a diverse racial make-up: 27% Caucasian, 27% African American, 39% Hispanic, and 7% other.

Experience Providing School-Based Mental Health Services with Students from Diverse Backgrounds in an Urban Setting

The Dallas Independent School District presents interns with a unique opportunity to provide mental health services to students in the general education population. Because Psychological and Social Services is not housed in special education, our interns are able to work with students in a unique way, providing counseling, consultation and crisis intervention services school-wide. Interns also have an opportunity to work with an unusually large number of different ethnic groups and populations within the setting of a large, urban school district. Our students come from many nations (almost 70 languages are spoken in the district) and are shaped by experiences that may not be seen in other settings. Many of our students come from countries scarred by war or civil unrest and may be the victims of extreme poverty and trauma. The school district also serves thousands of homeless students. Working with these students through the schools or the Youth and Family Centers exposes the interns to new opportunities for growth and service delivery.

Department of Psychological and Social Services

Psychological and Social Services (PSS) is located at the Student Support Services Center at 2909 North Buckner Boulevard, Suite 501, Dallas, Texas, 75228. The departmental leadership is composed of the Director, a Licensed Specialist in School Psychology; a Doctoral Supervisor, a Ph.D. Licensed Psychologist; 2 Social Work Supervisors, Licensed Clinical Social Workers; a Homeless Education Supervisor, an M.S.; a Juvenile Justice Transition Specialist, an MSW; an APA Doctoral Internship Director, a Ph.D., Licensed Psychologist, and an Administrative Assistant. Direct services staff include 17 Licensed Specialists in School Psychology (LSSPs) and 17 licensed social workers. Four of the direct-services staff hold Licensed Psychologist credentials as well as the LSSP credential. Each staff member is assigned a set of schools, where they deliver counseling and consultation services to both regular education and special education students. They consult with Student Support Teams to assist in the development of pre-referral interventions.
The Dallas Independent School District has offered a doctoral professional psychology internship for over 25 years. In 1991, the program became the first within a school district to receive accreditation from the American Psychological Association (APA). The APA can be contacted at:

American Psychological Association  
750 First Street, NE  
Washington, DC 20002-4242  
(202) 336-5979

The program was successfully re-accredited in 2016 for seven years. The School Psychology Division, Texas Psychological Association, recognized PSS for Outstanding Psychological Services in 1984 and 1991.

**Administrative Structure**

The psychology internship program is led by a Director of Internship Training. The Director of Internship Training is selected by the Director of the Department of Psychological and Social Services from the Doctoral Internship Faculty. The Director of Internship Training reports directly to the Director of PSS.

The Director of Internship Training is the leader of an identified Doctoral Internship Faculty. The faculty is comprised of Ph.D. level psychologists who either supervise one of the interns or who plan and implement a part of the Doctoral Internship Program i.e. Professional Issues Forum, Group Supervision, Research, or Supervision Training. Doctoral interns are supervised by a psychologist, who has an earned doctorate, as well as being licensed both as a Licensed Psychologist (LP) and as a Licensed Specialist in School Psychology (LSSP). (The state of Texas requires an LSSP in order to work as a psychologist in the schools. If an intern is supervised by an individual who is licensed both as an LP and an LSSP then the intern meets internship requirements for both licenses. This better prepares the interns who will be staying in Texas to meet the program’s goal of preparation to become entry level psychologists.)

Members of the faculty are not only licensed professionals, but they are also psychologists dedicated to training, life-long learning, and professional development. Most faculty members are also members of professional organizations, are engaged in research in their unique areas of interest, and/or present their work at professional conferences and to other organizations.

The Director of Internship Training is responsible for planning faculty meeting and for examining the evaluation of the internship completed by each cohort of interns and making recommendations to the Doctoral Internship Faculty for improvements of the Doctoral Internship Program for the next internship year. Formative evaluations are gathered after the orientation week and at various other points during the internship. Summative evaluations of the internship are conducted both formally by an outside evaluator and informally through an exit interview with the Director of PSS.

The Director of Internship Training with the help of the Doctoral Faculty is responsible for guiding, encouraging, and supporting the interns throughout their internship year. The Director of Internship Training is also responsible for resolving individual and cohort problems. Should problem resolution affect the department or internship policy the Director of Internship Training will consult with the Director of the Department and inform the faculty of the decision at the next called meeting. When a problem may require
faculty input prior to resolution, the Director of Internship Training will call a faculty meeting prior to resolving the problem.

**INTERNSHIP TRAINING PROGRAM**

**Internship Synopsis**

The Dallas Independent School District currently funds four doctoral interns in the Department of Psychological and Social Services. The interns work as school psychologists under the supervision of individuals who are both Licensed Psychologists and Licensed Specialists in School Psychology. The interns use the title “Psychology Intern.”

The interns work forty to fifty hours per week, five eight-hour days. Two and a half days a week, twenty hours, are spent in both elementary and secondary schools. One day per week is spent providing individual and family therapy to referred students in a Youth and Family Center, the Dallas ISD’s nationally recognized program for provision of school-based, physical- and mental-health services. Interns have one-half day per week to dedicate to their secondary rotation. The secondary rotations are one semester of evaluation for special education with Dallas ISD’s Individual Evaluation department and one semester of a placement that meets their individual training goals. Another one-half day per week is set aside for group supervision, training, and research. A half-day, or four hours, per week is reserved for interns to work on completing their dissertations. Documentation of effort, data entry, and two hours of individual supervision per week are folded into the previously outlined work week. In addition, once a month, for an hour and a half, the interns meet for supervision training.

In the schools, interns provide individual and group counseling; consult with parents and school personnel regarding emotional, behavioral, and academic concerns; participate on Student Support Teams (SST) and Foundations Teams; conduct functional behavioral assessments (FBAs), develop behavior intervention plans (BIPs); and participate as members of the Crisis Response Team. Each intern conducts informal assessments (classroom observation, parent/teacher/student interview), formal suicide/violence risk assessments, in addition to 5 to 10 formal special education assessments (actual number depends on competency/experiences prior to internship). They also participate on Section 504 teams and conduct manifestation determination meetings when necessary for those students.

The Youth and Family Centers allow interns the opportunity to broaden counseling experience to include family therapy; consultation with clinic psychiatrists, and assessment for the purpose of *DSM-5* diagnosis. This configuration allows the interns broad, continuous exposure to the variety of roles fulfilled by professional school psychologists. Furthermore, the interns’ weekly schedules afford them considerable opportunity to interact with each other as well as other professional and supervisory staff.
The following is a summary of type of students served and time spent:

**Type of Students Served:**
- Regular Education Students: 56%
- Special Education Students: 11%
- Youth and Family Center Students: 33%

**Time Spent:**
- Counseling: 43%
- Assessment (formal and informal): 11%
- Consultation: 18%
- Supervision: 10%
- Learning Activities (Professional Development, Professional Issues, Supervision Training): 6%
- Research (including dissertation): 12%

The rich range of experiences provided by our internship program prepares the intern for employment in a variety of settings. Many of our former interns are employed as school psychologists across the country. Others are affiliated with universities, either in teaching, counseling, or consulting positions. Several of the interns have chosen to remain with the Dallas Independent School District, in both the Psychological and Social Services Department and the Youth and Family Centers.

The Dallas ISD’s Department of Psychological and Social Services is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). This site participates in the annual APPIC internship matching procedure.

**Sequence of the Program**

Interns engage in an organized sequence of activities under supervision. Interns arrive on site in early August approximately one to two weeks before the rest of the staff. They proceed first through orientation by Human Resources, which introduces them to the organization and to the policies and procedures of the district as related to employment. The interns then receive orientation to Psychological and Social Services policy and procedures, special education policies and procedures, and the expectations of interns and their supervisors. Training plans are reviewed individually with each intern and adjustments are made as needed.

The interns also receive training in suicide risk assessment, violence risk assessment, crisis management, Youth and Family Center procedures, response to intervention, and other specific skills required for delivering psychological services in the schools prior to the schools opening for the Fall semester. Also during the approximately two weeks prior to the return of the full PSS staff, interns make site visits to local agencies where staff typically make referrals.

When the staff returns from summer vacation, they and the interns engage in three to four days of staff development. Staff development covers the direction of the department, current issues, various skill building topics, and acquaintance with services available in the community. A specialized agenda is established for new staff and interns. Finally, one-to-two days are set aside for the intern to visit his/her assigned schools and Youth and Family Center accompanied by a supervisor and to set an initial schedule/structure for working in the schools.
Experienced team members or supervisory staff (usually the intern’s primary supervisor) accompany interns to their schools. Interns are introduced to key personnel at each building and their role is explained to the principal. Interns may also observe supervisors conduct meetings, participate in Student Support Team (SST) meetings, and interact with teachers and other school personnel. After an orientation period, the intern engages in these activities under the close supervision of an experienced staff member until the intern is judged competent to conduct these activities on his/her own.

**Philosophy and Mission**

The mission of the Dallas Independent School District is to prepare all students to graduate with the knowledge and skills to become productive and responsible citizens. The specific mission of Psychological and Social Services (PSS) is to assist the Dallas Independent School District in promoting student achievement and student well-being by delivering psychological and social services to regular education and special education students.

The PSS internship program subscribes to the following values and principles:

- PSS has a responsibility to students, parents, school personnel, and the community to provide the opportunity for professional psychology interns to develop skills that are consistent with recommended best practices.
- PSS has a responsibility to provide interns with experiences in delivering school-based mental health in a large, urban setting such that they can integrate theory, research and practice.
- PSS stays current with the professional literature and recommended practices. The doctoral internship is a catalyst that enhances the pursuit of our goal of continuous renewal and program improvement.

In light of these values and principles, the mission and training goal of the PSS internship program is to train prospective professional psychologists to function independently in providing a range of services to regular and special education students, school personnel, school-based health/mental health clinic clients, and the students’ families and to enrich the research related to service delivery in an urban setting.

The model of training utilized is experiential and developmental in nature. At the beginning of the internship year, interns are asked to complete a self-assessment. These initial ratings are used as a baseline to measure the interns’ development in the following areas: Research; Ethical and Legal Standards; Individual and Cultural Diversity; Professional Attitudes, Values, and Behaviors; Communication and Interpersonal Skills; Assessment, Intervention, Supervision, Consultation, and School-Based Mental Health Services. The beginning internship self-ratings serve to help PSS build an individually tailored professional training experience for each intern. Interns are subsequently rated three times a year by their primary, secondary, and other supervisors to document the achievement of professional competencies and to establish goals for subsequent months of the internship. This leads toward similarly aligned clinical experiences and supervision with psychologists or other professionals. Ultimately, the internship culminates in a training experience that meets basic levels of competency prescribed for professional psychologists and provides specific training in School-based Mental Health.

Initially, the intern reports for an 80 hour orientation program. The purpose of this program is threefold: to acquaint the intern with the community and the school district; to introduce the student to our ethnically
diverse student population; and to prepare the intern to participate with the members of PSS in 40 hours of in-service education, by providing instruction in DISD procedures for crisis intervention, data collection and service delivery. Once school is in session the intern shadows a supervisor or experienced staff member and then, when appropriate, is assigned specific schools and clients. Supervisors are always available to consult with the intern. The supervisor models collaboration with school personnel and the intern with the goal that the intern will ultimately collaborate with both the supervisor and other professionals. The same model is followed in all components of the program, with the supervisor modeling or instructing, initially, and the intern gradually assuming increased responsibility in all parts of the program.

Formal scientific research is a secondary component of our training model. Five hours per week are set aside to this end. Interns use one hour to conduct research on a topic of interest to the department or school district and four hours to work on their dissertations. Interns participate - along with other staff - in the collection of data associated with field-based research conducted by the department.

Didactic training occurs through department and district staff development offerings, as well as through the weekly professional issues forum. The latter offers not only the opportunity for interns to attend presentations from other professionals both in and outside the district, but also to present to their peers on topics of personal and/or particular interest.

In summary, the internship program strives to provide quality training in a sequential and comprehensive manner. Professional development activities and applied experiences are scheduled to encourage individual development through a graduated series of learning tasks.
Aims, Training, Competencies, and Outcomes of the Training Program

**Aim #1 - Profession-Wide Competencies**

*We aim to provide interns with the training and experience necessary to gain competency in all areas required for independent practice as a health service psychologist.*

1. **Research**

One hour per week is scheduled for interns to participate in Research Group. An additional four hours of the work-week are set aside for the intern to work on their dissertation. Interns are required to spend at least 50 total hours on research, whether in Research Group, individual dissertation work, or by evaluating outcomes of the services they have provided in the schools. Training in research process, methods, and evaluation of services is provided through the Research Group and Professional Issues Forum.

As an outcome of the training and participation in research, interns are expected to demonstrate knowledge of research process and to continually engage in scholarly activities. They are expected to become independent in the application of evidence-based practice and present rationale in supervision for intervention strategies that includes empirical support. Interns will also be able to apply scientific method to evaluate their own practices, interventions, and programs. They will self-monitor, compile and analyze data, and assess and document outcomes.

*Minimal Levels of Achievement:*

Interns are expected to achieve ratings of “independent practice” by their end-of-the-year evaluation.

Previous topics and products from the Research Group include:

The **2015-2016** interns developed a theoretical model and process for transitioning students from Disciplinary Alternative Education Programs (DAEP) back to their home campus.

The **2014-2015** interns developed and presented a series of trainings, “Trauma in the Schools,” to the PSS staff. These presentations were submitted as a Miniskills Workshop to NASP.

The **2013-2014** interns further evaluated the differences in gender, ethnicity, and mental health factors among students placed in the Disciplinary Alternative Education Program (DAEP). They presented this study at NASP.

The **2012-2013** interns contributed to a study that examined the mental health issues of youth placed in the Disciplinary Alternative Education Program (DAEP). They collected, scored, and inputted data and ultimately presented the results at NASP and APA.

The **2011-2012** interns conducted an evaluation of school crisis response and outlined the model of services that is currently in place. Lessons learned were discussed and implications for practice were identified.
2. **Ethical and legal standards**

Interns will receive training in Professional Issues Forum and supervision in the application of ethical concepts outlined by APA and NASP. They will become aware of legal issues regarding professional activities with individuals, groups, and schools. By the end of internship, interns will be able to demonstrate advanced knowledge of typical legal issues, including child abuse reporting, HIPAA, FERPA, confidentiality, and informed consent.

*Minimal Levels of Achievement:*
Interns are expected to achieve ratings of “independent practice” by their end-of-the-year evaluation.

3. **Individual and cultural diversity**

Interns will develop and demonstrate awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics. Through training, supervision, and experience working with diverse schools, communities, and individuals, interns will learn to see how themselves and others are shaped by individual and cultural diversity. Furthermore, interns will learn how to consider individual and cultural context when interacting with students, families, and school personnel. Specific trainings occur during Professional Issues Forum.

*Minimal Levels of Achievement:*
Interns are expected to achieve ratings of “independent practice” by their end-of-the-year evaluation.

4. **Professional values, attitudes, and behaviors**

Professionalism is a key competency in working effectively in school systems. Interns are expected to grow and develop competency in integrity, deportment, and accountability. In addition, interns are expected to develop broadened self-awareness during internship. Self-awareness, the ability to recognize the impact of self on others, self-care and engagement in the supervision process is encouraged in individual and group supervision and in the Supervision Seminar.

*Minimal Levels of Achievement:*
Interns are expected to achieve ratings of “independent practice” by their end-of-the-year evaluation.

5. **Communication and interpersonal skills**

Interns are expected to engage consistently in appropriate professional relationships with school personnel, parents, and students. Also, interns will gain competency in consistently communicating effectively verbally and in writing and in difficult circumstances.

*Minimal Levels of Achievement:*
Interns are expected to achieve ratings of “independent practice” by their end-of-the-year evaluation.
6. **Assessment**

The intern shall be able to address problems through informal assessment by reviewing available language, health, sociological, achievement, and discipline records; collecting observation data and behavioral ratings; interviewing parents, school personnel, and students; assessing the school, home, community, and cultural context; and in the process systematically formulate and test hypotheses. The intern shall be able to conduct formal assessments to supplement informal assessment and to conduct comprehensive individual assessments as required by federal or state special education laws and regulations. Formal assessments include standardized, norm-referenced cognitive, developmental, adaptive, and achievement measures; perceptual-motor and other processing measures; and social, emotional, and behavioral measures. Interns will be able to make classifications for special education eligibility in the schools as well as *DSM-5*(Fifth Edition) diagnoses at the school-based health/mental health clinics, known in the Dallas ISD as Youth and Family Centers.

Training will occur as didactics by departmental personnel (twice a year) and during their evaluation rotation in the second semester of the internship.

*Minimal Levels of Achievement:*
Interns are expected to achieve ratings of “independent practice” by their end-of-the-year evaluation.

7. **Intervention**

The intern will be able to design and implement interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. The intern shall be able to write individual behavior intervention plans, discipline management plans, individual educational plans (IEPs), and Youth and Family Center treatment plans. The intern shall be able to conceptualize mental health problems and assist clients in the solution of these problems through individual, group, and family counseling. Intern will monitor progress of interventions and be able to modify plans accordingly.

Training in evidence-based intervention occurs in Professional Issues Forum, during Group Supervision, and in Staff Development.

*Minimal Levels of Achievement:*
Interns are expected to achieve ratings of “independent practice” by their end-of-the-year evaluation.

8. **Supervision**

Interns will receive training and supervision in the professional knowledge base of enhancing and monitoring the professional functioning of others. After receiving a semester of didactic training, interns will have an opportunity to practice and demonstrate competency in providing supervision to practicum students. They will track supervisee (or own) progress toward goals and assess areas of their own supervision competency.

*Minimal Levels of Achievement:*
Interns are expected to achieve ratings of “independent practice” by their end-of-the-year evaluation.
9. **Consultation and interprofessional/interdisciplinary skills**

The intern shall be able to resolve problems through the use of consultation skills. The intern consults with school personnel, parents - at home or at school - and physical health/mental health personnel at school and at the Youth and Family Center. The intern also consults with groups, such as the Student Support Team, the Admission Review and Dismissal (ARD)/Individualized Education Plan (IEP) Committee, or the Youth and Family Center staffing committee. The intern shall be able to conceptualize and solve problems at a systems-level. This objective may be met by the intern providing in-service presentations to parents, school personnel, or other staff on topics such as discipline management, parenting, school climate, and prevention of violence, child abuse, etc.

Didactics in consultation are included in the Professional Issues Forum syllabus.

*Minimal Levels of Achievement:*
Interns are expected to achieve ratings of “independent practice” by their end-of-the-year evaluation.

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**Aim #2 – Program Specific Aim**

**School Based Mental Health**

*We aim to provide interns with a comprehensive training experience in providing school-based mental health services, which includes knowledge and implementation of prevention programming, school-based interventions, and systems consultation.*

1. **School-based Prevention**

The intern will be able to assist in the training and implementation of prevention programs that promote social-emotional learning (SEL) and positive-behavioral support (PBS). They will receive training on evidence-based programs and work with school administration to provide training for staff and assist in implementation of these programs. They also will assist schools in training and programming for suicide prevention, bullying prevention, and classroom management.

Training in school-based prevention programs will take place in Professional Issues Forum, Group Supervision, and Staff Development.

*Minimal Levels of Achievement*
Interns are expected to achieve ratings of “independent practice” by their end-of-the-year evaluation.

2. **School-based Intervention**

The intern will become competent in responding to school-wide and individual crises (suicide and violence). They will act as part of a PSS Response Team that will provide crisis intervention services in classrooms, for entire school campuses or district-wide. PSS has a well-developed crisis response procedure that draws from evidence-based programs such as NOVA, Psychological First Aid, and PREPaRE. Interns will become
skilled in responding to student/teacher deaths, and will learn how to provide support in classrooms that have experienced loss. They will gain experience in multiple roles on a crisis team, including student counseling, group counseling, staff counseling, team lead, etc.)

Interns will also become skilled in responding to individual crises such as those related to suicidal ideation or threat of violence. PSS has developed research-based protocols for Suicide Risk Assessment (SRA) and Risk of Violence Questionnaire (RVQ). Interns will be involved with responding to threats, consulting with school staff, training schools, and implementing these measures.

We recognize that school-based counseling often has a different structure and different challenges than clinic-based therapy. Interns will become knowledgeable about the unique role of school psychologist-as-counselor. They will learn evidenced-based interventions and treatment protocols that can be applied in schools. Interns will be familiar with behavioral, cognitive-behavioral, solution-focused, mindfulness-based, and play-based approaches to counseling. They will also learn how to provide counseling within the framework of a school, being sensitive to the school’s culture, climate, flow, and schedule. They will plan for transient students who receive short-term counseling and will work to coordinate continuity of care in new school settings. Interns will also gain training and experience in working with students who have experienced trauma. Interns will learn best-practices for trauma-informed care and will provide trauma-informed therapy in schools and at their Youth and Family Centers. Interns may also be involved with consultation and presentations at schools regarding trauma-informed educational practices.

Training will be provided during Orientation, in Professional Issues, through Secondary Rotations, at Youth and Family Centers, and Staff Development.

**Minimal Levels of Achievement:**
Interns are expected to achieve ratings of “independent practice” by their end-of-the-year evaluation.

3. **Working with Teams and Systems**

Interns will work with a variety of school and community-based teams and systems. Interns play an integral part in facilitating wrap-around services for students with emotional or behavioral needs. On their assigned campuses, interns will often be a part of the Student Support Team (SST) or other teams that design school-based interventions and make recommendations and referrals for further supports in the community or from other school-based programming. They participate on Section 504 teams and conduct manifestation determination meetings when necessary for those students. Interns will collaborate with external agencies and mental-health providers in order to provide students with adequate support in schools. Interns will also make recommendations to school-based teams, parents, and staff regarding outside agency referrals and services.

Interns will visit community agencies and mental-health providers during their first two weeks of orientation. They will also receive training on systems consultation in Professional Issues Forum.

**Minimal Levels of Achievement:**
Interns are expected to achieve ratings of “independent practice” by their end-of-the-year evaluation.
Completion Requirements

1. **Successful Completion of the Program & Termination**

Interns are evaluated by their primary supervisor three times a year: at the end of November, the end of March, and prior to completing the internship in July. At these evaluations, the supervisor may invite other professionals and/or supervisors who have direct experience with observing the intern’s work (such as a Youth and Family Center manager or a supervisor from the secondary rotation) to provide feedback. The supervisor uses multiple methods, including obtaining the feedback from these professionals, the self-evaluation of the intern, products of the intern’s work, client feedback, feedback from other programmatic components (i.e., group supervision, Professional Issues Forum, etc.), and the supervisor’s personal observations in making their ratings in the Training and Evaluation Plan. For most training objectives, the interns receive a numerical rating on a continuum from 1-3= “below intern level” to 4-6 = “at intern level” to 7-9 = “independent practice.” It is expected that an intern will reach ratings within the independent practice range by their final evaluation. Also, for some objectives, interns are required to reach a minimal number of hours of experience in order to successfully complete the program. (i.e. 500 direct service hours).

The intern should grow at least one point each evaluation, reaching “independent practice” by the end of internship. Interns not progressing past ‘Below Intern Level’ prior to the first evaluation at the end of November or those not progressing at least one point each evaluation would require an Individual Development Plan. Similarly, for those objectives where interns are expected to complete a minimal number of hours prior to completion (i.e. 500 direct service hours), inadequate progress toward numerical goals would require an Individual Development Plan. Usually, the required progress would be 1/3 of the total numerical goal. The Individual Development Plan should include objective goals and deadlines for when progress toward the goals have been demonstrated. The plan should also include where the intern can obtain additional training and/or support needed. If the intern continues to not make adequate progress toward the goals, another meeting will be held that includes the supervisor, the training director, and the intern. The supervisor will also communicate with the intern’s university training director at this point in order to gain more support, feedback, and ideas for remediation.

It is the goal of the internship that all interns will achieve success in the program and leave the internship ready to function independently as a psychologist. Therefore, any feedback in areas for growth or remediation will be handled respectfully, supportively, and with the goal of successful completion in mind. However, if efforts to remediate an area of deficiency are unsuccessful, the internship faculty will work with the intern’s university training director to determine if retention in the program is necessary.

Termination from the program is avoided and remediation is preferred. However, if an intern breaks Dallas ISD policy (which includes major ethical and legal breeches), they may be terminated from employment with the district, and in turn, will not be able to complete their internship. Dallas ISD may terminate the contract of any intern who violates District policy, whose performance is deemed unsatisfactory or upon notification by the student’s University that the intern has withdrawn from the University or is otherwise ineligible for the doctoral internship program. District employment policies are presented at the time of employment and reviewed with interns during their orientation.
2. **Other Requirements**

A. **Number of Students Served**

**Experience with at least 50 students in the regular education population.** Interns have the opportunity to serve regular education students in their assigned schools. These opportunities arise through teacher and parent requests and through Student Support Team (SST) referrals. Other opportunities to serve students in the regular education population arise from responding to crises within the district and from the intern’s secondary rotation. The number of regular education students served is documented in the Training and Evaluation Plan.

**Experience with at least 5 students in the special education population.** Services to children in the special education population are primarily provided during the rotation in special education evaluation during the second semester of the internship. The intern conducts initial evaluations to determine eligibility for special education services as well as the required three-year re-evaluation of special education students. The intern conducts evaluations to rule out emotional disturbance and other psycho-educational problems. The number of special education students served is documented in the Training and Evaluation Plan.

**Experience with at least 10 students receiving services under Section 504.** Interns are often participants on their schools’ 504 committees, especially for students with mental health diagnoses. The interns provides consultation regarding necessary accommodations, assistance with behavioral intervention plans, and runs manifestation determination meetings. The number of students receiving services under Section 504 are documented in the Training and Evaluation Plan.

**Experience with at least 15 students and their family members through the Youth and Family Centers.** Students and families who need services beyond the scope of those provided within the school setting may be referred to the Youth and Family Center. Interns have the opportunity to conduct intake interviews and collaborate with the psychiatrist and other Center staff in arriving at a diagnosis and formulating a treatment plan. The number of students served at the Youth and Family Center is documented in the Training and Evaluation Plan.

B. **Direct Service Hours**

**Interns will gain experience of at least 500 hours providing direct services.** According to APPIC, Council of Directors of School Psychology Programs (CDSSP), and the National Register guidelines, the intern spends at least 25% of his/her time in direct (face-to-face) client contact. Clients are students, parents, and school and clinic personnel.

C. **Supervision**

**The intern receives a minimum of 184 hours of supervision, at least 92 hours of which are regularly scheduled individual supervision.** Per APA criteria, intern supervision is regularly scheduled and sufficient relative to the intern’s professional responsibility. Per Council of Directors of School Psychology Programs (CDSSP) guidelines, the internship includes at least two hours per week of regularly scheduled, formal, face-to-face supervision with the specific intent of dealing with
the psychological services rendered directly by the intern. Additionally, the intern receives two hours of regularly scheduled group supervision.

**Individual supervision.** The primary supervisor is a doctoral-level Licensed Psychologist as well as a Licensed Specialist in School Psychology (LSSP). The primary supervisor remains with the intern throughout the year and is responsible for ensuring that the intern receives two hours of individual face-to-face supervision each week. The secondary supervisor supervises the intern’s special education assessments and the intern’s work at the secondary rotation setting; however, the primary supervisor is ultimately responsible for all of the intern’s work.

**Group supervision.** Another two hours per week of group supervision is provided to the interns by two Ph.D.-level psychologists. The purpose of group supervision is to expand the interns’ experiential base by case presentations made by other interns and staff. With the guidance of the supervisors, the interns help conceptualize the mental health or psycho-educational problem presented and then assist in the development of an appropriate course of action.

**Other supervision.** Interns may receive additional supervision from a variety of other sources. The most common type of additional supervision is that received at the Youth and Family Center from mental health professionals. Supervision from other members of the department’s leadership team, and supervision from other PSS staff members is also provided where appropriate. Per CDSSP guidelines, intern supervision may be shared with other appropriately credentialed personnel, but the licensed doctoral-level psychologist, who is the primary supervisor, assumes full responsibility for the supervision provided. Supervision hours are summarized three times per year in the Training and Evaluation Plan. Reports such as Full and Individual Evaluation (FIE), eligibility statements, and Youth and Family Center treatment plans and progress notes are co-signed by the primary supervisor.

### D. Learning Activities

The intern accrues a minimum of 92 total hours of scheduled, supervised, and documented learning activities with other interns and staff. According to APPIC and CDSSP guidelines, interns engage in scheduled learning activities at least an average of two hours per week (92 hours per year).

**Learning activities with other interns and staff.** Scheduled learning activities that pertain specifically to the interns are the weekly Professional Issues Forum, which is scheduled for one hour per week, for a total of 45 hours. Didactic training and review of the current literature on the practical and theoretical bases for the practice of school psychology are covered in the Professional Issues Forum. The Forum regularly covers ethnic and cultural diversity issues, professional and ethical issues, as well as standards for providers of psychological services. The Forum offers not only the opportunity for interns to attend presentations from other professionals both in and outside the district, but also to present to their peers.

Other scheduled learning activities include visits to community agencies in the first few days of the school year, attendance at various local professional meetings when the topic is relevant to school
psychology, and weekly departmental meetings, including in-service education regarding best practices in school psychology and district policies and procedures.

The department provides approximately 60 hours of staff development relevant to the needs of the regular staff and the interns, 35 of which are required. As integral members of the department, interns engage in the same staff development as the rest of the department.

Interns have five days of professional leave which they may use to attend workshops and presentations at the Youth and Family Centers, other departments in the district, Regional Service Center, Dallas-Fort Worth Regional Association of School Psychologists, and other national, state, and local offerings.

E. Presentations

At least two literature-based presentations on educational and/or mental health interventions in the schools. Interns are expected to make at least two presentations per year in the Professional Issues Forum. One presentation is based on a recent relevant journal article of their choosing. Interns must also conduct a more extensive one-hour presentation based upon more extensive readings. Interns typically use these opportunities to research problem areas they have encountered in the schools in order to obtain a better theoretical understanding of the nature of the problem, as well as research-based intervention strategies. This is key to the integration of science and practice as they apply this research to actual situations, evaluate success, modify interventions, and continue to research strategies to assist clients.

Grievance Policy

The intern may file a grievance of an employment action only during the contract period in accordance with district policy DGBA (LOCAL) (Appendix G).

Dallas ISD will not discriminate on the basis of race, color, creed, age, national origin, or sex, nor will they discriminate on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

The internship aims to resolve problems and grievances promptly and as close to the source as possible with graduated steps for further discussions and resolution at higher levels of authority as necessary.

General Principles:
- Complaints must be fully described by the person with the grievance.
- The person(s) should be given the full details of the allegation(s) against them.
- The person(s) against whom the grievance/complaint is made should have the opportunity and be given a reasonable time to put their side of the story before resolution is attempted.
- Proceedings should be conducted honestly, fairly and without bias.
- Proceedings should not be unduly delayed.
Procedures:
The following is a five level process:

1. The intern attempts to resolve the complaint as close to the source as possible.
   - This level is quite informal and verbal.
   - If the matter is not resolved, move to step 2. If the grievance is against the primary supervisor, move to step 4.

2. The intern notifies their primary supervisor as to the substance of the grievance.
   - At this level the supervisor will discuss alternative options or assist in guiding next steps.
   - This level will usually be informal, but the supervisor may request a statement in writing.
   - If the matter is not resolved, move to step 3. If the grievance is against the Internship Training Director, move to step 4.

3. The intern notifies the Internship Training Director (in writing or otherwise) as to the substance of the grievance.
   - At this stage, discussion should be held between the intern and any other relevant party.
   - This level will usually be informal, but either party or the Training Director may request written statements and agreements.
   - This level should not exceed one week.
   - If the matter is not resolved, move to step 4.

4. The Internship Training Director must refer the matter to the Director of Psychological and Social Services.
   - A grievance taken to this level must be in writing from the intern.
   - The Internship Training Director will forward to the Director any additional information thought relevant.
   - The Director will provide a written response to the intern.
   - The Director will also communicate with any other parties involved or deemed relevant.
   - This level should not exceed one week following the next scheduled meeting.
   - If the matter is not resolved, the intern will be advised of his/her rights to pursue the matter with external authorities or the district, if they wish.
APPENDIX A

CONTRACTS AND BENEFITS

The Dallas Independent School District will provide the intern with the following:

1. A written contractual agreement specifying the professional psychology intern as a full-time employee for a term of one year and terms of compensation and proration of salary in 12 equal monthly payments.

2. A salary range starting at $30,867, depending on prior salaried experience in education or mental health services to children.

3. Employee benefits consistent with those of other school psychologists including:
   a. sick leave of 10 days
   b. school holidays and non-contract days based on a 226-day contract consistent with DISD Board approved calendar.
   c. optional group medical, dental, and vision plans (partially paid by the district), optional group life insurance, optional disability income and salary continuation, and employee assistance program
   d. mileage reimbursement for job-related travel
   e. worker’s compensation
   f. deductions for teacher retirement
   g. other benefits, such as pre-tax withdrawal of health insurance premiums, annuities, etc.

4. An appropriate work environment including adequate equipment, materials, and office facilities
APPENDIX B

INTERN SELECTION CRITERIA

The criteria utilized in selecting interns are as follows:

I. Application requirements on file by November 15:
   A. completed Application for Psychology Internships (AAPI) Online
   B. current, comprehensive CV
   C. statement indicating goals for the internship (can be submitted as part of cover letter)
   D. Three supporting letters of recommendations and endorsement which demonstrate
      1. prior training, interests, and goals appropriate to the internship program
      2. ability to apply assessment/diagnosis and intervention/treatment knowledge in school
         psychology under supervision
      3. ethical conduct
      4. interpersonal skills appropriate to the professional practice of school psychology
   E. Official transcripts of all graduate work indicating courses or course content in the following:
      1. Biological, social, cognitive, affective, and individual bases of behavior; child and adolescent
         development (normal and abnormal); human learning; psychopathology; statistics and
         research design, and history and systems
      2. Theories and methods of intellectual, educational, personality, and other relevant assessment
         strategies
      3. Intervention, such as counseling (individual, crisis, group and family), consultation and
         behavior management, and evaluation of interventions
      4. Advanced research and program evaluation courses
      5. Language and/or computer courses
      6. Practicum courses
      7. Supervision; professional issues and standards; roles and functions of school psychologists;
         legal, ethical and cultural issues, and history and foundations of school psychology
      8. Education of exceptional learners; multicultural education; organization, administration and
         financing of public schools; curriculum and instructional and remedial techniques

II. At least 900 practicum hours desirable as follows:
   A. Four-hundred-fifty hours in direct school psychology services to diverse student populations
      which address a range of problems using a variety of assessment/diagnostic approaches and
      methods of intervention/ treatment
   B. Three hundred hours of formal supervision (both individual and group) desirable
C. One hundred and fifty additional hours
D. Hours shall be distributed over at least one year of graduate study

III. Acceptable personal interview (telephone interviews are no longer an option)

IV. Recruiting considerations:
   a. Professional skills needed by Psychological and Social Services
   b. Ethnic ratios
   c. Bilingual skills
   e. Prior school experience and interest in a career in the schools

While applications from all areas of professional psychology will be considered, preference will be given to those from School Psychology training programs. Applicants from other programs, such as Clinical or Counseling, will receive serious consideration only if they have had extensive experience in schools, and/or coursework which prepared them to provide school-based psycho-educational services as described in this handbook.

**Criminal History Record Check for Employment**

As stated in the Dallas ISD Board Policy DBAA (LOCAL), employment with the district is contingent upon the applicant’s criminal history record being reviewed and approved by the District. Specifically,

“An applicant charged with a felony criminal offense or a misdemeanor criminal offense involving moral turpitude may not be considered for employment in the District until there is a final disposition of the charge. An applicant convicted of a felony criminal offense or a misdemeanor criminal offense involving moral turpitude may not be considered for employment in the District.

An applicant currently on probation or deferred adjudication for a felony criminal offense or a misdemeanor criminal offense involving moral turpitude may not be considered for employment.

An applicant could be denied eligibility for employment by the District if he or she fails to disclose on the employment application any criminal conviction, crime, or deferred adjudication (or similar type of decree); or misrepresents any information regarding any such conviction, crime, or deferred adjudication (or similar type of decree).”
APPENDIX C

TRAINING PERSONNEL

The Director of Internship Training, Dr. April Miller, is a field staff Licensed Specialist in School Psychology and also a Licensed Psychologist. Dr. Miller often serves as a primary supervisor for one intern, and is also a group supervisor. She is a 2005 graduate of the school psychology program of Oklahoma State University. Dr. Miller finished her doctoral internship and post-doctoral training at Dallas Independent School District, Psychological and Social Services Department. Her interests include grief and loss, crisis intervention, cognitive-behavioral therapy, anxiety disorders, and behavioral consultation and intervention development. Dr. Miller co-leads the department’s Algorithm Project, a project focused on developing a decision-making model to guide practitioners through hypothesis formation, data gathering, and evidence-based intervention development. She is a member of the Texas Association of School Psychologists (TASP) and the Dallas Fort Worth Regional Association of School Psychologists (DFWRASP).

Dr. Lillie Nelson-Haynes is a Licensed Psychologist and a Licensed Specialist in School Psychology. She serves as primary supervisor for doctoral, post-doctoral, and LSSP interns. Dr. Haynes facilitates the weekly Professional Issues Form for the doctoral and LSSP interns. Dr. Haynes is a 1995 doctoral graduate of the school psychology program at Texas Woman’s University in Denton, Texas, and has over 25 years of experience as a school psychologist with the Dallas Independent School District. She has had clinical experience with the Mental Health/Mental Retardation Authority, the Southwestern Medical Center, Dallas County Juvenile Probation, the family courts, and the Dallas ISD’s Youth and Family Centers. Dr. Haynes’ primary interests are anti-bullying, relational aggression, crisis management, anger management, and program design, implementation, and evaluation. Dr. Haynes also serves as an adjunct instructor at local universities. She is a Licensed Professional Counselor, Clinical Member of the Association of Marriage and Family Therapists, a member of APA, and a nationally certified school psychologist. Dr Haynes served as Secretary of the Texas Psychological Association (TPA) (2006, 2007) and as the National Association of School Psychologists’ IG Coordinator for Crisis Management in the Schools (2007).

Dr. Lisa Peterson is a Licensed Specialist in School Psychology and a Licensed Psychologist. Dr. Peterson currently serves as the Assessment Coordinator for the internship program. She is also a therapist at a Dallas ISD Youth and Family Center. She is a 2012 graduate of the school psychology program at Texas A&M University. Dr. Peterson completed her doctoral internship in Dallas ISD. Her interests include the academic and psychological issues of immigrant students and second language learners, depression and anxiety in urban youth, program development and evaluation, and systems-level interventions. She is a member of the American Psychological Association (APA), National Association of School Psychologists (NASP), and the Dallas-Fort Worth Regional Association of School Psychologist (DFWRASP).

Dr. Deborah Peterson is a Licensed Psychologist, a Licensed Specialist in School Psychology, and a Licensed Professional Counselor. She earned her Bachelor of Arts in Psychology from Sam Houston State University, her Master of Science in Clinical Psychology from University of Texas at Tyler, and her Doctor of Psychology degree from the Texas School of Professional Psychology. Dr. Peterson joined DISD Psychological and Social Services in 2014 as a post-doctoral resident. She has a wealth of experience in
psychological assessment and counseling of children and adolescents. Her experience spans both clinical and school practice. Dr. Peterson’s primary interest is in assisting her clients in recovering from the effects of trauma. She is a member of the National Association of School Psychologists.

**Julie Gomez** serves as the research supervisor for the APA accredited doctoral internship program. She is aLicensed Specialist in School Psychology, with schools located in the West Dallas Area. She obtained undergraduate and a graduate degree for the University of Texas- Pan American located along the Mexican – American border. She is in the defense process at Alfred University located in Upstate New York. Her interests included underserved and underrepresented populations, urban populations, behavior management, behavioral and academic interventions pertaining to Response to Intervention.

**OTHER DALLAS ISD PERSONNEL CONTRIBUTING TO THE PROGRAM**

**Dr. Annmarie Perez** is the manager of the Woodrow Long Youth and Family Center and is a Licensed Psychologist in Texas and previously New York (currently inactive). She has been with the Youth and Family Center program over 8 years. Dr. Perez received her Doctorate in Clinical Psychology from the George Washington University Professional Psychology program and her Bachelor of Science from Brown University. She completed her internship at the South Shore Mental Health Center and postdoctoral training at the Pederson Krag Center. Dr. Perez’s clinical interests include crisis intervention, trauma, and perseverance and resilience in children. She is a member of the National Health Service Providers in Psychology.

**Dr. Judy Anderson** serves as the coordinator for the assessment rotation of the doctoral internship program. Dr. Anderson is a Licensed Specialist in School Psychology and a Nationally Certified School Psychologist. She is a Lead Evaluator in the Individual Evaluation Department of Special Education and supervises both Licensed Specialists in School Psychology and Educational Diagnosticians. She obtained undergraduate and graduate degrees from the University of North Texas and a doctorate in School Psychology from Texas Woman’s University. Dr. Anderson completed her doctoral internship training with the Dallas Independent School District. Her interests include counseling services for special populations, consultation, and assessment. Dr. Anderson coordinates counseling as a related service for the department. She is a member of NASP.

**OTHER DEPARTMENTAL STAFF CONTRIBUTING TO THE PROGRAM**

**Ms. Connie Rodriguez, MA, LPA, LMFT, LSSP,** is a Licensed Specialist in School Psychology and Director of Psychological & Social Services. She received her Masters degree from North Texas State University in 1984. Her masters program was in school psychology with a focus on clinical child psychology. Ms. Rodriguez is a Licensed Marriage and Family Therapist and has experience working with families and children in treatment facilities and out-patient clinics. She has managed a school-based mental health clinic for Youth and Family Centers, a Dallas ISD program. Ms. Rodriguez has 29 years of experience working in schools. Her areas of interest are in working with minority populations, mindfulness meditation, risk assessment and crisis response in schools. She has been an adjunct instructor since 2009.
**Dr. Janina Washington** is a field staff Licensed Specialist in School Psychology. In 2005 she completed her Master's in School Psychology from California School of Professional Psychology, in Los Angeles. Also in 2005 from the same school, Dr. Washington received her Doctorate in Clinical Psychology with an emphasis in Multicultural Community Psychology. She is a psychologist for Dallas Independent School District as well as a supervisor for practicum students. Dr. Washington's interests include AD/HD, family therapy, cognitive behavioral therapy, child psychology, and child development.

**Mr. Johnathan Kline,** LSSP, is a field staff Licensed Specialist in School Psychology. He assists with Professional Issues Forum.

**Ms. Veva Lane,** LPA, LSSP, serves as a field staff for the Psychological and Social Services Department. She completed her M.A. in psychology from Texas Woman’s University in Marriage and Family therapy in 1980 and her B.S. in experimental psychology at Southern Methodist University in 1975. She provided assessment, treatment and crisis intervention services for children and adolescents in Dallas County at the Mental Health-Mental Retardation Center for 18 years before coming to work in DISD in 1994. Current interests include implementing mindful SEL programs in schools.

**Ms. Minerva Moreno,** MSSW, LCSW, is a licensed clinical social worker who has been approved by the Texas State Board of Social Worker Examiners to provide clinical supervision to PSS Social Workers who are seeking to become licensed clinical social workers. She is also a field supervisor for the social work internship program with The University of Texas at Arlington. Mrs. Moreno has a bachelor’s degree in Child Psychology from Universidad Autónoma de Nuevo Leon (Mexico) and a Master’s Degree in Social Work from the University of Texas at Arlington. Her experience has been providing mental health services to at risk children, adolescents and their families. Mrs. Moreno is a member of School Social Work of America.
APPENDIX D

APPIC MATCH POLICIES AND APPIC MATCH

Information on the APPIC Match Policies and APPIC Match may be obtained from:

1. The APPIC web site: http://www.appic.org

APPENDIX E

ABOUT THE DALLAS AREA

The Dallas-Ft. Worth Metroplex has experienced tremendous growth over the last decade. The area is rich in cultural opportunities including the Dallas Symphony, Dallas Arboretum, Dallas Opera, Dallas Summer Musicals, Dallas Theater Center, Dallas Performing Arts Center, Dallas Art Museum, the Kimball Art Museum, Fair Park, (which houses the Women’s Museum and the African American Museum), and many ethnic/cultural festivals. Activities for children include The Dallas Zoo, Ft. Worth Zoo, Perot Science Museum, Dallas Children's Theater, the Dallas World Aquarium and Zoological Gardens, Six Flags over Texas, and Hurricane Harbor. White Rock Lake and the Katy Trail provide biking/running/walking trails. Dallas is the host for the State Fair of Texas every fall. The Dallas Cowboys, Texas Rangers, Dallas Stars, and the Dallas Mavericks professional sports teams call the Metroplex home. Excellent research libraries in the city include the The University of Texas at Dallas Health Sciences Center (UTD HSC), Southern Methodist University Library, University of Texas at Dallas Library, and the Dallas Public Library. Other Metroplex university libraries include those of: University of Texas at Arlington, Texas Woman's University, Texas A&M-Commerce, the University of North Texas and Texas Christian University.

Dallas has many psychological continuing education opportunities. Local organizations include the Dallas Psychological Association, Dallas Association for Marriage and Family Therapy, and Dallas/Fort Worth Regional Association of School Psychologists. Dallas hosts state meetings such as Texas Association of School Psychologists, Texas Psychological Association, Southwestern Psychological Association, and Texas Association for Marriage and Family Therapy.
APPENDIX F

Directions to Psychology and Social Services Office
2909 N. Buckner Blvd. – Suite 501
Dallas, TX 75228
(972) 925-8050

From the North on I-35:
South on I-35 (same as RL Thornton Freeway) to I-30 East. Take I-30 east to Buckner Blvd (Loop 12). Turn North (left) onto Buckner Blvd. Cross Peavy Road (the third light) and turn left into the parking lot of 2909 N Buckner. Proceed to the 5th floor.

From the North on Central Expressway:
South on Central to I-30. Take I-30 east to Buckner Blvd (Loop 12). Turn North (left) onto Buckner Blvd. Cross Peavy Road (the third light) and turn left into the parking lot of 2909 N Buckner. Proceed to the 5th floor.

From the South on I-35:
North on I-35 to I-30 East. Take I-30 East to Buckner Blvd (Loop 12) Turn North (left) onto Buckner Blvd. Cross Peavy Road (the third light) and turn left into the parking lot of 2909 N Buckner. Proceed to the 5th floor.

From the South on 175 or I-45:
North to I-30 East on I-30 to Buckner Blvd (Loop 12) Turn North (left) onto Buckner Blvd. Cross Peavy Road (the third light) and turn left into the parking lot of 2909 N Buckner. Proceed to the 5th floor.

From the West on I-30:
East on I-30 to Buckner Blvd (Loop 12). Turn North (right) on Buckner. Cross Peavy Road (the third light) and turn left into the parking lot of 2909 N Buckner. Proceed to the 5th floor.

From DFW Airport:
Take the south exit out of the airport to 183. Take 183 east to I-35 (RL Thornton Freeway) to I-30 East. Take I-30 East to Buckner Blvd (Loop 12). Turn North (left) onto Buckner Blvd. Cross Peavy Road (the third light) and turn left into the parking lot of 2909 N Buckner. Proceed to the 5th floor.

From Dallas Love Field Airport:
Exit airport. Go West on Mockingbird Lane to I-35 (RL Thornton Freeway). Take I-35 to I-30 East. Take I-30 east to Buckner Blvd (Loop 12). Turn North (left) onto Buckner Blvd. Cross Peavy Road (the third light) and turn left into the parking lot of 2909 N Buckner. Proceed to the 5th floor.