

Kristen Ellen Wilson

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EDUCATION

North Carolina State University Raleigh, North Carolina Major: School Psychology Minor: Special Education	Ph.D. December, 2005 APA Accredited Program NASP Accredited Program
Boston University Boston, Massachusetts Major: Psychology	M.A. May, 1999
The University of the South Sewanee, Tennessee Major: Psychology	B.S. May, 1997

CURRENT LICENSEES

Texas State Board of Examiners of Psychologists (TSBEP)

Austin, Texas
Licensed Psychologist (LP) September 30, 2008; License Number 33834
Licensed Specialist in School Psychology (LSSP) April 17, 2006; License Number 33192

National Association of School Psychology (NASP)

Bethesda, Maryland
Nationally Certified School Psychologist (NCSP) July 31, 2006; License Number 35319

POSTDOCTORAL EXPERIENCE

CURRENT EMPLOYMENT

The Lakewood Group, LLC

Rockwall, Texas

The Lakewood Group has provided the Rockwall and surrounding areas with comprehensive mental health services for over 30 years. The practice includes multiple licensed psychologists who specialize in treating patients and families as well as a psychiatrist who treats adult patients who need medication management and therapy.

Licensed Psychologist, Nationally Certified School Psychologist, Licensed Specialist in School Psychology, March 2020 to present

Conduct comprehensive neuropsychological evaluations for learning disorders, autism spectrum disorders, Attention Deficit/Hyperactivity Disorder (ADHD), emotional problems, behavioral difficulties, and intellectual disabilities.

Work collaboratively with parents and local public/charter schools and private schools to develop appropriate services (e.g., 504 plans, special education individual education plans, Individual Learning Assistance Plans).

Work with individual clients in therapy/counseling.

PREVIOUS EMPLOYMENT

Frisco Independent School District (ISD), Department of Special Education

Frisco, Texas

The Department of Special Education strives to provide a comprehensive educational program designed to meet the developmental, intellectual, behavioral, and social development of students with disabilities. Staff work collaboratively in order to design individualized education programs for all students with disabilities.

Supervising Psychologist, Licensed Psychologist, Licensed Specialist in School Psychology, Nationally Certified School Psychologist August 2015 to June 2020

Acted as the primary clinical supervisor for intern students as well as post-doctoral fellows pursuing full licensure with the Texas State Board of Examiners of Psychologists. Meet weekly with interns and post-doctoral fellows to review and conceptualize current cases. Cosigned all written product.

Licensed Psychologist, Licensed Specialist in School Psychology, Nationally Certified School Psychologist August 2014 to present

As the primary LSSP at multiple schools (experience at elementary, middle school, and high school) my duties include completing psychological referrals at primary campuses, attending student support team (SST) meetings, and providing counseling services to special education students. Using data obtained during the course of psychological evaluations, made recommendations to either qualify students for special education or for academic and behavioral support through 504. Helped develop individual education plans (IEPs) for students as well as made recommendations for appropriate accommodations in both the special education and general education settings.

Texas Scottish Rite Hospital for Children, Luke Waites Center for Dyslexia and Learning Disorders

Dallas, Texas

The Texas Scottish Rite Hospital for Children (TSRHC) is state and national leader in the treatment of pediatric orthopedic disorders, as well as neurological and learning disorders. The Luke Waites Center provides evaluation and diagnosis for children with academic difficulties for children ages five to fourteen throughout the state of Texas. To achieve this goal, staff interacts with parents and students in an effort to guide patient families in their quest to help their children succeed in school.

Assessment Specialist, July 2011 to August 2014

As an assessment specialist I reviewed patient records, devised an individualized evaluation plan to address the patient family's primary referral concern, and then implemented the evaluation plan. After I assessed a patient I presented the case to a supervisory medical doctor. Diagnoses and recommendations were shared verbally and in writing with families in a follow up two hour appointment. As an expert in learning and school systems, I provided patient families a road map to more successfully interface with educators by explaining applicable school law and school processes (e.g. section 504 accommodations, how special education eligibilities are different from medical diagnoses, response to intervention paradigm). During my three years at TSRHC I played an active role in helping the Luke Waites Center adjust to the new Diagnostic and Statistical Manual, Fifth Edition (DSM 5) criteria.

Carrollton-Farmers Branch Independent School District (ISD), Department of Special Education
Carrollton, Texas

The Department of Special Education strives to enhance the educational advancement of students with disabilities. To achieve this goal, staff interacts with parents, teachers, students, and school administrators in order to provide comprehensive services.

Lead Licensed Specialist in School Psychology, August 2009 to June 2011

Licensed Specialist in School Psychology, August 2006 to July 2009

Licensed Specialist in School Psychology—Trainee, August 2005 to June 2006

During my six years in the Carrollton Farmers Branch ISD I earned progressively more responsibility. During my initial year as a trainee I was the primary LSSP in six elementary schools and one middle school. My duties included completing psychological referrals at primary campuses and collaborating with campus personnel regarding various student behavioral issues. After the completion of my second year in the district I volunteered to become part of the district's autism evaluation team, in addition to continuing my duties as a campus LSSP at the elementary and middle school level. My final two years in the Carrollton Farmers Branch ISD I was promoted to Lead LSSP. In this capacity I supervised five LSSPs in addition to continuing my work on the autism evaluation team, as well as primary LSSP at various elementary schools, two middle schools, and one high school. During my time as Lead LSSP I helped expand the role of the LSSPs. Previously LSSPs only completed evaluations to determine if a student met criteria as a student with or without an emotional disturbance. With my guidance LSSPs are now assisting educational diagnosticians complete cross battery intellectual and achievement testing, as well as helping identify students with attention difficulties.

PREDOCTORAL EXPERIENCE

INTERNSHIP

Coppell Independent School District (ISD), Department of Psychological Services

Coppell, Texas

The goal of the Department of Psychological Services is to provide Coppell ISD students, parents, teachers, and school administrators with evidence based and comprehensive psychological services. These services include full and individual psychological assessments, teacher consultation, parent consultation, crisis intervention, and the provision of regular staff trainings.

Licensed Specialist in School Psychology—Intern, August 2004 to May 2005

Worked in two Coppell ISD elementary campuses as the main school psychologist. Duties included completing psychological referrals at primary campuses, providing group and individual counseling (e.g., social skills instruction) and attending special education meetings (i.e. Admission, Review, and Dismissal or Individual Education Plan meetings). I also attended colloquia on multiple special interest topics, such as writing social stories for children with pervasive developmental disorder, traumatic brain injury, professional ethics, self-injurious behavior, and bipolar disorder. Assisted elementary and high school teachers in Personal Academic Growth (PAG) classes for emotionally disturbed students by providing behavioral management strategies. During the second semester presented two staff training sessions on differentiating Attention-Deficit/Hyperactivity Disorder and Bipolar Disorder in children and on ways to effectively address bullying behavior. Also assisted district school psychologists and school counselors develop and implement a comprehensive suicide screening program that addressed prevention, intervention, and postvention.

GRADUATE ASSISTANT

Academic Support Program for Student-Athletes

North Carolina State University

Raleigh, North Carolina

Part of the athletic department that strives to provide comprehensive support to student athletes in an effort to establish skills for life long learning in addition to helping student athletes pursue academic, personal, and professional development.

Academic Skills Enhancement Program, August 2003- May 2004

Worked as a graduate assistant with NCAA athletes (primarily football, golf, and softball) to help ease the transition from high school to college life. Helped college athletes develop their executive functioning skills (e.g. time management, study skills) as a way to enhance their college experience both in the classroom and in competition.

PRACTICUM EXPERIENCE

Psychoeducational Clinic

North Carolina State University

Raleigh, North Carolina

A private university clinic that conducts compressive assessments of an individual's behavior and learning in both the classroom and home. Evaluations include recommendations for educational accommodations, behavioral strategies, and other relevant services (e.g. recommendations for medical trials, referral to outside psychologists). The clinic also offers individual and group interventions for children and their family.

Academic Coaching for Educational Success Tutor/Supervisor, January 2003-May 2003

ACES Tutor, January 2001-May 2001

Worked with three students over the course of two semesters on general organization and study skills. Specifically focused on reading comprehension and writing skills, in addition to organization and time management techniques. Assisted in supervision of first-year graduate students during the second ACES term.

School Psychologist—in training, January 2000-December 2000

Initial introduction into the workings of a private psychoeducational assessment clinic. Assisted the supervising doctoral level school psychologist complete private psychoeducational referrals. Began with conducting entrance and exit interviews, and writing behavioral observations. Gradually, after initial exposure to the clinic procedures, began taking more responsibility for completing a full case (i.e. entrance interview, assessment, report writing, and exit interview). Over the course of two semesters completed three partial assessments and seven complete psychoeducational assessments.

Reading Grant U.S. Department of Education

North Carolina State University

Raleigh, North Carolina

First year of a four-year U.S. Department of Education, Office of Special Education Programs grant. The grant provided graduate students in school psychology with specialized training in the assessment and intervention of reading disabilities.

Graduate Research Assistant, August 2002-May 2003

Coordinated and collected curriculum-based measurement data in eight local elementary schools. Worked with kindergarten and first-grade students, as well as upper level elementary school children and their teachers.

School Practica

Wake County Public Schools

Raleigh, North Carolina

A large school system in central North Carolina that allows advanced school psychology graduate students to participate in several semester-long shadowing experiences with a licensed county school psychologist.

School Psychologist—in training Vance Elementary, January 2003-May 2003

Focus was on providing indirect services to public school teachers. Worked closely with a first grade teacher and a female student with a diagnosed learning disability in reading. Designed a phonics-based reading remediation program with the resource room teacher. Presented a social skills curriculum, with the school social worker, to kindergarten and first grade boys. Also conducted four complete psychoeducational assessments, attended Individual Educational Plan and Student Support Team meetings.

School Psychologist—in training Smith Elementary, August 2002-December 2002

Assisted the school psychologist by completing four psychoeducational assessments. Students presented with a variety of referral concerns (English as second language, developmentally delayed, behavioral-emotional disabled). Also participated in Individual Educational Plan and Student Support Team meetings. Conducted functional behavior assessments and classroom behavioral observations.

School Psychologist—in training Lacy Elementary/Garner High School, January 2001-May 2001

Teamed with the school psychologist by completing four psychoeducational assessments with a variety of students (e.g., a high school student, students with learning disabilities). Collaborated with the school social worker to design and implement a group curriculum for fourth grade girls in danger of being retained. The group focused on promoting positive study habits and active learning within the classroom. Was also exposed to the Traumatic Brain Injury assessment team and learned about their reporting/assessment procedures. Participated in Individual Educational Plan and Student Support Team meetings.

Diagnostic Reading Clinic

North Carolina State University

Raleigh, North Carolina

Private reading clinic provided advanced graduate students with the opportunity to identify areas of need and design a remediation program for students with severe reading disabilities.

Reading Tutor, January 2001-May 2001

Met one hour per week with a first grade student to focus on acquiring basic reading skills. Implemented various individualized interventions and activities that specifically focused on segmenting, blending, identification of sight words, and recognition of vowel patterns. Ended the semester with a 30-minute parent and teacher conference, and a written summary that focused on teaching strategies, student response, and recommendations for maintaining progress.

VOLUNTEER WORK

Special Olympics, Carrollton-Farmers Branch and Frisco ISD

National Association of School Psychology, Review multiple paper/poster proposals for inclusion at annual national convention

PUBLICATIONS

- Wilson, K.E., Erchul, W.P., & Raven, B.H. (2008). The likelihood of use of social power strategies by school psychologists when consulting with teachers. *Journal of Educational and Psychological Consultation*, 18 (2) 101-123.
- Erchul, W. P., Raven, B. R., & Wilson, K. E. (2004). The relationship between gender of consultant and social power perceptions within school consultation. *School Psychology Review*, 33 (4) 581-590.

POSTERS AND PRESENTATIONS

- Wilson, K.E., Erchul, W.P., & Raven, B.H. (2006, July). School psychologists' likelihood of using specific social power strategies in teacher consultation. Poster presented at the International Congress of Applied Psychology, Athens, Greece.
- Wilson, K.E., Erchul, W.P., & Raven, B.H. (2006, October). School psychologists' likelihood of using specific social power strategies in teacher consultation. Poster presented at the annual conference of the North Carolina School Psychology Association, Raleigh, NC.
- Wilson, K.E. (2005, April). Attention-Deficit/Hyperactivity Disorder and Bipolar Disorder. Presented at Coppell ISD staff development meeting.
- Wilson, K.E. & Freeman, L. (2005, January). Behavior management in the classroom. Presented at Coppell ISD staff development meeting.
- Erchul, W. P., Raven, B. H., & Wilson, K. E. (2002, August). Age and gender effects on school psychologist and teachers perceptions of social power in school consultation. Poster presented at the annual conference of the American Psychological Association, Chicago, IL.
- Erchul, W. P., Raven, B. H., & Wilson, K. E. (2002, October). Age and gender effects on school psychologist and teachers perceptions of social power in school consultation. Poster presented at the annual conference of the North Carolina School Psychology Association, Charlotte, NC.