

Lindsay P. Balles, Ph.D., NCSP

Formerly: Lindsay P. Richerson

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EDUCATION

Doctor of Philosophy **ARIZONA STATE UNIVERSITY**, Tempe, AZ
Aug 2008 – Aug 2012 (APA accredited; NASP approved)
Educational Psychology, School Psychology
Graduated in August 2012 with Distinction
Dissertation: Longitudinal Factor Structure of the Wechsler Intelligence Scale for Children – Fourth Edition, in a referred sample.
(Co-Chairs: Marley Watkins, Ph.D., John R. Balles, Ph.D.)

Master of Arts **NORTHERN ARIZONA UNIVERSITY**, Flagstaff, AZ
Aug 2006 – May 2008 General Psychology
Graduated in Spring 2008 with Distinction
Thesis: Stimulus Equivalence: A tool for the University
(Chair: Andrew Gardner, Ph.D.)

Bachelor of Science **NORTHERN ARIZONA UNIVERSITY**, Flagstaff, AZ
Aug 2002 – May 2006 Major in Psychology, Minor in Sociology
Graduated in Spring 2006, Cum Laude

TEACHING EXPERIENCE

2022 – present **Assistant Professor of Practice**
Department of Disability and Psychoeducational Studies
University of Arizona, Chandler – School Psychology Program
Primary responsibilities include teaching graduate students enrolled in the Educational Specialist program at University of Arizona's, Chandler campus. Also participate in program recruitment, program student orientation, portfolio reviews, admissions interviews, comprehensive examinations, monthly faculty meetings, college and department faculty meetings, and the state annual internship fair.

Instructor for Introduction to School Psychology, SERP 549 (Fall 2023 - present)

- Provide instruction on an overview of school psychology related topics including history, ethics, legal, culturally responsive practice, multi-tiered systems of support, prevention, and intervention (academic, behavioral, social/emotional), assessment, system change, program evaluation, and consultation.
- Coordinate and supervise pre-practicum fieldwork placements for students to complete pre-practicum requirements in the school settings

Instructor for Cognitive Assessment, SERP 674b (Spring 2022 - present)

- Instruct students to independently administer, score and interpret multiple standardized cognitive assessments (ex: WISC-V, KABC-II, WJ-IV, DAS - 2)
 - Responsibilities include extensive feedback on video recordings, scored protocols and in person administrations
- Instruct students to independently investigate and learn additional cognitive assessments

- Instruct students to appropriately select and interpret cognitive assessments based on the diverse needs of individual students
- Teach identification of intellectual disabilities
- Teach basic reporting styles of cognitive assessment results and interpretation of results.
- Teach oral presentation of assessment results in a culturally responsive and aware manner.

University Supervisor and Instructor for Internship, SERP 693b (Spring 2022 - present)

- Implement and provide feedback on program specific assignments related to NASP domains
- Provide didactic trainings on requested areas for additional support
- Offer mentorship and field-based supervision to interns related to field experiences
- Conduct semesterly field visits to discuss intern's progress towards goals and their overall performance in the field
- Facilitate discussions on current topics in school psychology
- Foster a supportive, inclusive class environment for students to discuss experiences related to their placements

Additional Academic/Administrative Responsibilities:

- Engage in program recruitment
 - Host for virtual recruitment sessions
- Advising students in a program of study – currently advising 30 students
- Participating in review, interview and selection process of program applicants
- Coordinating program issues with community partners (schools, service agencies, etc.)
- Completing mid year portfolio evaluations of graduate students
- Provide individual support to students balancing school and life, including making career decisions and growth plans.
- Support adjunct faculty teaching courses throughout semesters by sharing course materials (including: syllabus, assignments, lecture materials, lessons, exams etc.)

2013 – 2022

Adjunct Assistant Professor (Limited Term, Non-tenure track)

Department of Disability and Psychoeducational Studies

University of Arizona, Chandler – School Psychology Program

Primary responsibilities include teaching graduate students enrolled in the Educational Specialist program at University of Arizona's, Chandler campus. Also have participated in program student orientation, portfolio reviews, admissions interviews, comprehensive examinations, monthly faculty meetings, and annual internship fair.

Instructor for Introduction to School Psychology, SERP 549 (2015 – 2019, 2021)

- Provide instruction on an overview of school psychology related topics including history, ethics, legal, culturally responsive practice, multi-tiered systems of support, prevention, and intervention (academic, behavioral, social/emotional), assessment, system change, program evaluation, and consultation.
- Coordinate and supervise pre-practicum fieldwork placements for students to complete pre-practicum requirements in the school settings

Instructor for Cognitive Assessment, SERP 674b (2017- 2022)

- Instruct students to independently administer, score and interpret multiple standardized cognitive assessments (ex: WISC-V, KABC-II, WJ-IV, DAS - 2)
 - Responsibilities include extensive feedback on video recordings, scored protocols and in person administrations
- Instruct students to independently investigate and learn additional cognitive assessments
- Instruct students to appropriately select and interpret cognitive assessments based on the diverse needs of individual students
- Teach identification of intellectual disabilities
- Teach basic reporting styles of cognitive assessment results and interpretation of results.
- Teach oral presentation of assessment results in a culturally responsive and aware manner.
- *Developed and taught this course as an online course in 2019 and 2020 (synchronous and asynchronous)*

University Supervisor and Instructor for Internship, SERP 693b (2019 – 2022)

- Implement and provide feedback on program specific assignments related to NASP domains
- Provide didactic trainings on requested areas for additional support
- Offer mentorship and field-based supervision to interns related to field experiences
- Conduct semesterly field visits to discuss intern's progress towards goals and their overall performance in the field
- Facilitate discussions on current topics in school psychology
- Foster a supportive, inclusive class environment for students to discuss experiences related to their placements
- *Developed and taught this course as an online course in 2019 and 2020 (synchronous and asynchronous)*

Instructor for Child Psychotherapy, SERP 686 (2013)

- Taught students' multiple approaches to psychotherapy and how to apply theories to the school setting.
- Modeled interviewing and counseling techniques for students
- Provided support and feedback on completing counseling case in the school setting with an individual child.

SERVICE AND LEADERSHIP

2025 – present Proposal Reviewer for the National Association of School Psychologists Annual Convention

Key Responsibilities:

- Review submitted proposals for the NASP 2026 annual convention

2025 – present Field Placement Coordinator

Key Responsibilities:

- Facilitate first year field placements for Introduction to School Psychology students
- Facilitate 2nd year practicum placements (two per student, primary and secondary)
- Facilitate the recruitment of practicing School Psychologists to supervise students
- Organize and oversee annual school psychology statewide internship fair
- Manage and ensure completion of all Internship Agreements and conversations about placement details

- Oversight of Field Placement Agreements (MOUs) in the valley which ranges anywhere from 2-10 per year.
- Offer guidance and support to supervisors through didactic trainings to enhance their skillset as supervisors

2023 – present **School Psychology Internship Fair Coordinator**

Key Responsibilities: Collaborate with other training programs and districts in the state to organize and produce the annual School Psychology Internship Fair (SPIF) for students seeking internships in Arizona. Ongoing management of the SPIF webpage, organization of the fair's logistics and ongoing support for districts and students. 2025 was the 12th annual event and hosted approximately 45 students and 30 school districts.

2021 – present **Research Chair for the Arizona Association of School Psychologists**

Key Responsibilities: appointed position by the President of AASP. Actively contribute to board meetings, review all submitted research requests, communicate with membership regarding research opportunities, organize and support student research projects for the annual conference.

2019 – present **Exhibitor/Sponsorship Chair for the Arizona Association of School Psychologists**

Key Responsibilities: appointed position by the President of AASP. Solicit, organize, support all exhibitors and sponsors for the annual AASP fall conference. This includes developing partnerships to obtain sponsors, collaborating with organizations to create partnerships and overseeing the exhibitors/sponsors prior to and onsite during the annual conference.

2014 – 2021 **Central Regional Director for the Arizona Association of School Psychologists**

Key Responsibilities: elected representative from the current members of the AASP. Actively contribute to board meetings, develop policies and procedures, organize regional conferences and socials, participate on the annual conference committee.

2011 – 2012 **Consumer Representative for Consortium Board of Directors, Arizona Psychological Association**

Key Responsibilities: elected representative for interns and post-doctoral residents that are participating in the Arizona training consortium of psychology. Actively contribute to board meetings throughout the year.

2010 – 2012 **Grant Reviewer for Graduate and Professional Student Association (GPSA)**

Key Responsibilities: review grant applications of graduate students' research projects applying for funding through the GPSA organization.

2008 – 2009 **Vice President of School Psychology Graduate Student Association (SPGSO)**

Key Responsibilities: Work with other graduate students to organize events for the School Psychology program. Primary responsibility involved organizing all aspects of Applicant/Interview day for applicants to program. Also responsible for organizing incoming students' mentorship with current students.

SCHOOL BASED PRACTICE

2018-2021 **School Psychologist
*Independent Contractor***

Key Responsibilities: Provided School Psychology services to districts/charter schools on a contracted basis. Provided consultation, assessment, and other related services.

- 2017 – 2018 **School Psychologist**
Gilbert Unified School District
 Key Responsibilities: School Psychologist at one elementary school servicing students from pre-school thru sixth grade. Assigned campus consisted of multiple special education preschool classrooms, as well as a special education program consisting of four classrooms for children with emotional/behavioral difficulties.
- 2013 – 2017 **School Psychologist**
Scottsdale Unified School District
 Key Responsibilities: School Psychologist at multiple schools servicing children from pre-kindergarten thru eighth grade. Primary placements were in Title 1 schools with high English Language Learner populations and high free and reduced lunch populations. Assigned campuses included multiple self-contained special education classrooms for students with emotional/behavioral disabilities, low incidence cognitive disabilities, developmental disabilities, and autism. Independently perform and interpret special education evaluations, create interventions, monitor progress, track data of all students, create behavior plans, conduct social skills and anxiety groups, consult with parents, teachers, and administration. Participated on the district wide committees regarding response to intervention, multi-tiered systems and supports, crisis team, and mental health in the schools. Coordinated and supervised the undergraduate psychology interns working in the schools across district. Additionally, worked with the district leadership to develop and update the psychoeducational report used by psychologists with the new software system (Synergy).
- 2012 – 2013 **School Psychology Resident**
Tonalea Elementary School, Scottsdale Unified School District
 Key Responsibilities: School Psychologist at a Title 1 elementary school servicing children from pre-Kindergarten thru sixth grade. Independently perform and interpret special education evaluations, create interventions, monitor progress, track data of all students, create behavior plans, conduct social skills and anxiety groups, consult with parents, teachers, and administration. Additionally, oversaw the implementation of the Response to Intervention and Positive Behavior Intervention Support models on campus. Supervised by, Sylvia A. Cohen, Ph.D.
- 2011 – 2012 **School Psychology Intern**
Tonalea Elementary School, Scottsdale Unified School District (APPIC)
 Key Responsibilities: School Psychologist Intern at a Title 1 elementary school servicing children from pre-Kindergarten thru sixth grade. Independently perform and interpret special education evaluations, create interventions, monitor progress, track data of all students, create behavior plans, consult with parents, teachers, and administration. Supervised by, Sylvia A. Cohen, Ph.D.
- 2010 – 2011 **School Psychology Practicum Student**
Tonalea Elementary School, Scottsdale Unified School District
 Key Responsibilities: Working directly with the current school psychologist to independently perform and interpret special education evaluations, create interventions, monitor progress, create behavior plans, lead parent meetings, and conduct consultation with teachers and the administration. This site provided experience implementing “Response to Intervention”. Additionally, this was an opportunity to work with many individuals from diverse backgrounds (including English Language Learners) and to develop an understanding of the unique challenges of working in a Title 1 school. Supervised by, John Balles, Ph.D.
- May-Aug 2010 **School Psychology Practicum Student (Summer)**

Mohave District Annex, Scottsdale Unified School District

Key Responsibilities: Completing summer evaluations for Scottsdale Unified School District. Worked with multiple students from culturally and linguistically diverse backgrounds as well as diverse socio-economic statuses.

Supervised by, Sylvia Cohen, Ph.D.

2009 – 2010

School Psychology Practicum Student***Cocopah Middle School, Scottsdale Unified School District***

Key Responsibilities: Working under supervision in a middle school conducting academic/psychoeducational evaluations and developing skills necessary to complete assessments, special education evaluations, create interventions, develop individualized education plans, consult with teachers and administration as well as lead parent meetings.

Supervised by, Holly Asher-Drinen, Ph.D.

OTHER CLINICAL EXPERIENCE

2010

Psychometrician***Maricopa Juvenile Court System, Arizona***

Key Responsibilities: administration and scoring a battery of psychological assessments for juveniles in the Maricopa Court System.

Supervised by John Hollebeek, Ed.D.; Roger Martig, Ph.D.; Hirdes, Ph.D.

2006 - 2008

Intern***Northern Arizona University Pediatric Clinic, Flagstaff AZ***

Key Responsibilities: Assisted with pediatric clients at the clinic, which treats children who suffer from a range of disorders. Primary clients were child who was diagnosed with an autism spectrum disorder and oversaw collecting and coding data, teaching toy play skills, eating skills, and numerous other social skills.

Supervised by: Andrew Gardner, Ph.D.

2005 – 2006

Project Daylight Intern***Counseling and Testing Center, Northern Arizona University, Flagstaff AZ.***

Project Daylight is the substance awareness campaign on campus which provides alcohol and drug services for the students at Northern Arizona University.

Key Responsibilities: Administered drug and alcohol assessments, interpreted specific tests (SASSI, DRIN-C. BASICS), counseled clients, and discussed referrals. Co-facilitated Healthy Choices classes, which are classes that encourage students to make appropriate decisions about substance use.

Supervised by Virgil Pedro, MSW.

PUBLICATIONS

Richerson, L. P., Watkins, M. W., & Beaujean, A. A. (2014). Longitudinal invariance of the Wechsler Intelligence Scale for Children–Fourth Edition in a referral sample. *Journal of Psychoeducational Assessment*, 32(7), 597-609.

Richerson, L. P.; Balles, J. R.; Cohen, S. A. (2013, February). Response of English Language Learners to Evidence-Based Interventions. Accepted paper at the National Association for School Psychologists Annual Convention, Seattle, WA.

***Richerson, L. P.** (2012, June). *Longitudinal Factor Structure of the Wechsler Intelligence Scale for Children – Fourth Edition, in a referred sample.* Doctoral Dissertation.

*Gardner, A. W.; Ernst, R.; O'Connor, J. T.; Daniolos, P. T.; Morar, V.; and **Richerson, L. P.** (2008). The Effects of Risperidone Titration on Pica in an adolescent with Autism. *International Pediatrics*, 23 (3), 144-150.

***Richerson, L. P.** (2007, May). *Stimulus Equivalence: A tool for large classes in higher education*. Master's Thesis

SCHOLARLY PRESENTATIONS

Spencer, M. & **Balles, L.P.** (2023, August). *Supervision of Graduate Students*. Continuing education session for the University of Arizona, Phoenix, AZ; Mesa Public Schools, AZ

Kirkpatrick, J.B., Sencer M., & **Balles, LP.** (2022, September). *Advanced school psychology fieldwork supervisor training*. Presentation for the UArizona School psychology program.

Balles, L.P. & Weiss, C. (2019, November). *The School Psychologist as Qualified Examiner for OHI/ADHD: Perspectives from the Field*. Invited presentation for the Arizona Association of School Psychologists Annual Conference, Phoenix, AZ.

Richerson, L. P. (2015, July). *Intelligence and Testing*. Invited presentation to the Scottsdale Community College class, taught by Kim Dodds, Scottsdale, AZ.

Cohen, S. A., Planck, J., **Richerson, L. P.**, Davis, K. (2105, February). *Every Case is a Potential Due Process*. Submitted and accepted Presentation at the National Association of School Psychologist's Annual conference, Orlando, FL.

Merrin, L., **Richerson, L. P.** (2017, April). *School Psychology and Working Together for our Children*. Invited presentation at the Association of Psychology Postdoctoral and Internship Centers, Tempe, AZ.

Richerson, L.P., Cohen S., A; & Planck, J. (2015, February). *Summer Regression of Reading Ability*. Submitted and accepted Presentation at the National Association of School Psychologist's Annual Conference, Orlando, FL.

Merrin, L., **Richerson, L. P.**, & Hurd, N. (2014, March). *School Psychology*. Invited presentation at the Association of Psychology Postdoctoral and Internship Centers, Tempe, AZ.

***Richerson, L. P.** (2012, February). *Early interventions for middle school relational aggression: A literature review*. Submitted and accepted poster at the National Association for School Psychologists Annual Convention. Philadelphia, PA.

***Richerson, L. P.**; Watkins, M. (2011, February). *Longitudinal Structure of the WISC-IV*. Submitted and accepted poster at the National Association for School Psychologists Annual Convention, San Francisco, CA.

***Richerson, L. P.**, Gardner, A. W., Cullen, N. L. (2008, May). *Stimulus Equivalence and "Clickers" Tools for Large Undergraduate Introductory Courses*. Submitted and accepted poster by 34th Annual Association for Behavior Analysis International Conference - Chicago, IL.

*Cullen, N. L., **Richerson, L. P.**, Gardner, A. W. (2008, May). *Latency Effects and Forgetting after Stimulus Equivalence Training in a Large Introductory University Course*. Submitted and accepted poster by 34th Annual Association for Behavior Analysis International Conference - Chicago, IL.

*Gardner, A. W.; Kurtz, P.; and **Richerson, L. P.** (2007, May). *Rumination Disorder and the Role of Taste Preference: A Case Study*. Submitted and accepted symposium presented at ABA National Conference by Andrew W. Gardner

RESEARCH EXPERIENCE

- 2009 – 2012 **Dissertation Research Study**
 Evaluated the stability of the factor structure of the WISC-IV in individuals across time.
 Dissertation Co-Chairs: Marley Watkins, Ph.D. and John R. Balles, Ph.D.
- 2009 – 2011 **Assistant Editor of Current Issues in Education**
 Key Responsibilities: Acting as an editor of manuscripts submitted to an online journal throughout the year with responsibilities including reviewing articles, copy editing, organizing reviewers' responses, making final decisions regarding publication of manuscripts, and mentoring new editors.
 Supervised by: Sarah Brem, Ph.D.; Gustavo Fischman, Ph.D.; Jeanne Powers, Ph.D.; Debbie Zambo, Ph.D.
- 2007 – 2008 **Graduate Student Thesis project**
 Completed master's thesis on Stimulus Equivalence in the Psychology 101 classroom.
 Chair: Andrew Gardner, Ph.D.
- 2006 – 2007 **Graduate Research Assistant**
 Key Responsibilities: Assisted in the design and publication of studies concerning PICA and Autism and completed a literature review on Rumination and Autism that was presented in a symposium at a national conference in May 2007.
 Supervised by, Andrew Gardner, Ph.D.
- 2003-2006 **Undergraduate Research Assistant**
 Key Responsibilities: Assisted in the design, and distribution of longitudinal study on well-being, and life changes. Also assisted in planning and hosting "The Quiet Ego" national conference, including organizing daily events, overall oversight, and production of promotional products.
 Supervised by, Jack Bauer, Ph.D.

PROFESSIONAL AFFILIATIONS

- 2011 – present Arizona Association of School Psychologist (AASP)
 2011 – 2013 Arizona Psychological Association (AzPA)
 2009 – 2013 American Psychological Association (APA)
 2008 – present National Association of School Psychologists (NASP)
 2006 – 2009 Association for Behavior Analysis International (ABA) – Student member

SPECIALIZED SKILLS

- Word processing and presentation skills using Microsoft Word, Microsoft PowerPoint, and Microsoft Excel.

- Administration and interpretations of multiple personality, social, emotional, and behavioral tests (MMPI-A, BASC, CONNER'S, CBCL, BDI, CAB)
- Administration and interpretation of multiple language related tests (CTOPP, PPVT)
- Administration and interpretations of achievement tests (WIAT-III, WJ,-IV KTEA-III)
- Administration and interpretations of cognitive tests (WISC-V, WAIS-IV, UNIT-2, KABC-II, CTONI, VMI, KBIT, WASI, RIAS, WNV)
- Use of Special education software: SEAS, Synergy, e-IEP pro
- Use of SPSS, Mplus, WebCT, EbscoHost, RefWorks, Vista, Blackboard, D2L
- Administration and interpretations of multiple drug and alcohol assessment tests (SASSI, DRIN-C, BASICS)
- Coordinator of multiple components of multiple conferences at local and national level

CERTIFICATIONS

Nationally Certified School Psychologist, National Association of School Psychologists
Certificate Number: 42642
Expiration date: 11/30/2027

Certified School Psychologist - Arizona, Department of Education
Expiration date: 7/2030

REFERENCES

Stacy Anderson, PsyD, MC, NCC
Previous President (2022)
Arizona Association of School Psychologists
email: stacy.anderson@aasp-az.org

Sylvia A. Cohen, Ph.D.
Psychologist
The Cohen Institute
Email: drsylviacohen@gmail.com

Marsha A. Spencer, Ph.D. NCSP
Professor of Practice
The University of Arizona
Email: mspencer@arizona.edu

David L. Wodrich, Ph.D., ABPP
Professor Emeritus
The University of Arizona
email: dwodrich@arizona.edu