

## UTRGV Master of Arts in School Psychology

The UTRGV Master of Arts in School Psychology leads to licensure as a Licensed Specialist in School Psychology (LSSP). LSSPs help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

**Training:** Our program is a 69-hour program that includes a year-long internship once coursework is completed. Training is in both psychology and education. This training emphasizes preparation in mental health and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, consultation, collaboration, school law, and systems.

**Licensure:** The LSSP license is required by the Texas State Board of Examiners of Psychologists (TSBEP) to provide school psychological services in Texas public schools. The requirements for the LSSP credential include completion of a graduate degree in school psychology or closely related field, a passing score on the national exam for school psychology and eligibility for certification as a National Certified School Psychologist (NCSP) or educational equivalent. In Texas, the title of “School Psychologist” is limited to those licensed psychologists with a doctorate in school psychology. LSSPs must follow the current Rules and Acts of the TSBEP Board.

### Role of LSSP:

- **Assessment**

- Academic skills
- Learning aptitudes & environment
- Social skills and behavioral concerns
- School climate
- Instructional level
- Personality and emotional development
- Strengths & Weaknesses
- Special education eligibility

- **Consultation**

- Provide knowledge to help improve student learning and mental health outcomes
- Implement and manage academic and behavioral interventions
- Help teachers, parents, and other professionals understand a child’s development and learning
- Meet or communicate with others involved with a child to determine the best way of managing or improving a particular concern
- Collaborate with teachers to help them identify classroom-based problems and implement data-based interventions
- Support implementation of effective instruction and behavior management at the classroom level
- Assist parents to develop skills to help their children succeed at home and in school
- Collaborate with the principal and other school personnel to identify systemic concerns and promote systems-level change

- **Mental health care**

- Deliver school-based mental health services such as group, individual and crisis counseling
- Coordinate with community resources and health care providers to provide students with complete seamless services
- Partner with parents and teachers to create healthy school environments
- Promote mental health in the school setting

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- **Prevention**
  - Implement programs to build positive connections between students and adults
  - Support early identification of potential academic skill deficits and/or learning difficulties
  - Design and implement programs for at-risk children
  - Foster tolerance and appreciation of diversity
  - Create safe, supportive learning environments
- **Intervention**
  - Work directly with children, teachers, administrators, and families
  - Develop individualized classroom, and school-wide interventions for learning and adjustment
  - Design and implement crisis response plans
  - Provide counseling, social skills training, academic, and behavioral interventions
  - Develop strategies for modifying instruction to optimize student progress
- **Staff, parent, and student education**
  - Teaching and learning strategies and interventions
  - Parenting and disciplining techniques
  - Classroom and behavior management techniques
  - Working with exceptional students
  - Strategies to address substance abuse, risky behaviors, or mental illnesses that affect students
  - Crisis prevention and response
- **Research and program development**
  - Recommend and implement evidence-based programs and strategies
  - Conduct school-based research to inform practice
  - Evaluate effectiveness of programs and interventions independently and as part of a school-based consultation team
  - Contribute to school-wide reform and restructuring

### Resources:

Texas State Board of Examiners of Psychologists: [www.tsbep.state.tx.us](http://www.tsbep.state.tx.us)

The National Association of School Psychologists: [www.nasponline.org](http://www.nasponline.org)

Texas Association of School Psychologists: [www.txasp.org](http://www.txasp.org)

### For more information:



UTRGV School Psychology Program:

Department Phone Number: (956) 665-3466

Faculty: Dr. Nancy P. Razo, School Psychology Program Coordinator

Dr. Ralph Carlson, Professor

Dr. Roman Garcia de Alba, Assistant Professor

<http://www.utrgv.edu/hdss/academics/graduate-programs/traditional-programs/graduate-school-psychology/index.htm>

# Providers of School Psychological Services in the Public and Private Schools (Board rules 463.9 and 465.38)

TYPE (Permitted Titles)	DEFINITION	SUPERVISION REQUIREMENTS
<b>LSSP, Regular</b>	Meets requirements of Board rule §463.9.	None.
“Licensed Specialist in School Psychology” or “LSSP.” May not be called “psychologist” at any time.		
<b>“LSSP Trainee”</b>	Individuals who have applied for licensure as a regular LSSP and have received notification from Board that they have met all training requirements and passed the National School Psychology examination.	May provide school psychological services on behalf of public school district to public school students under qualified supervision for up to one year while they take and pass the required Jurisprudence examination. After one year, if they have not acquired the LSSP, or if at any time during the year the application is voided, ability to practice ends immediately. Patients/clients are the actual patients/clients of the supervisor. The supervisor is directly responsible for all services and actions of the trainee. Trainee status does not qualify trainee to provide psychological services of any other kind.
Must be clearly designated at all times as “LSSP Trainee.” May not be called “psychologist” at any time.		

# Providers of School Psychological Services in the Public and Private Schools

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### TYPE (Permitted Titles)

### DEFINITION

### SUPERVISION REQUIREMENTS

#### Intern:

##### “LSSP Intern”

Must be clearly designated as an “intern” at all times and may not be referred to as a “psychologist.”

Individuals fulfilling internship requirement of Board rule §463.9.

Must be under direct supervision of a qualified supervisor at all times that school psychological services are being provided to a student. Internship must be provided through a recognized training program at regionally accredited university or college unless the internship is pursuant to doctoral level licensure as a psychologist. Supervisor is individually responsible for ensuring that internship meets all requirements enumerated in Board rule §463.9.

##### Intern, student, or trainee not pursuing LSSP OR pursuing LSSP simultaneously.

Must be clearly designated as a “psychological intern,” “psychological trainee” or “psychological student” at all times and may not be referred to or listed as a “psychologist.”

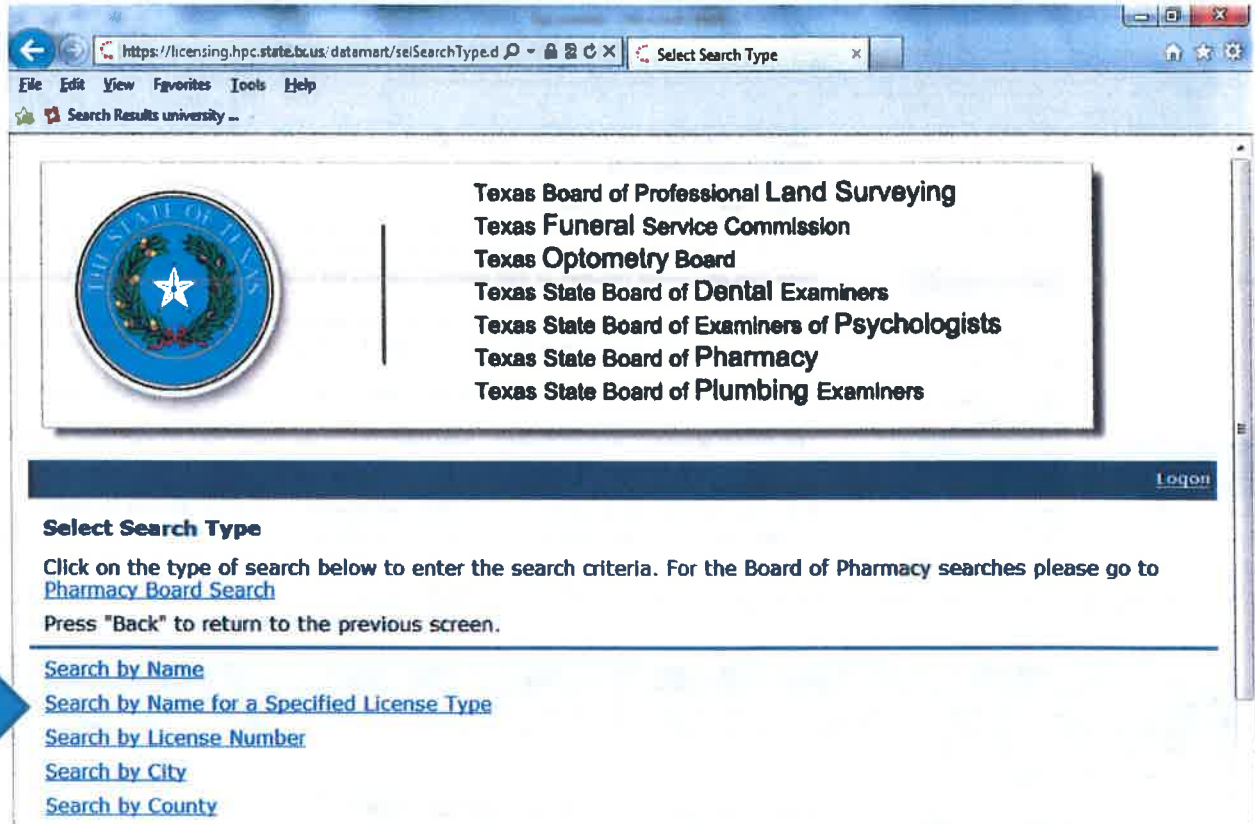
Individuals pursuing a course of study in preparation for the practice of psychology in a recognized training institution pursuant to Section 501.004 of Act and completing a doctoral or post-doctoral internship pursuant to Section 501.252(b)(2).

May only practice school psychology in a public or private school under direct supervision of an individual who is both a licensed psychologist and an LSSP qualified by virtue of experience and training. Once the internship ends, the intern may not offer services of any kind in the schools unless the applicant is an LSSP. Patients/clients receiving services are the patients/clients of the supervisor. The supervisor is directly responsible for all services and actions performed during the course of the intern’s delivery of school psychological services to a student.

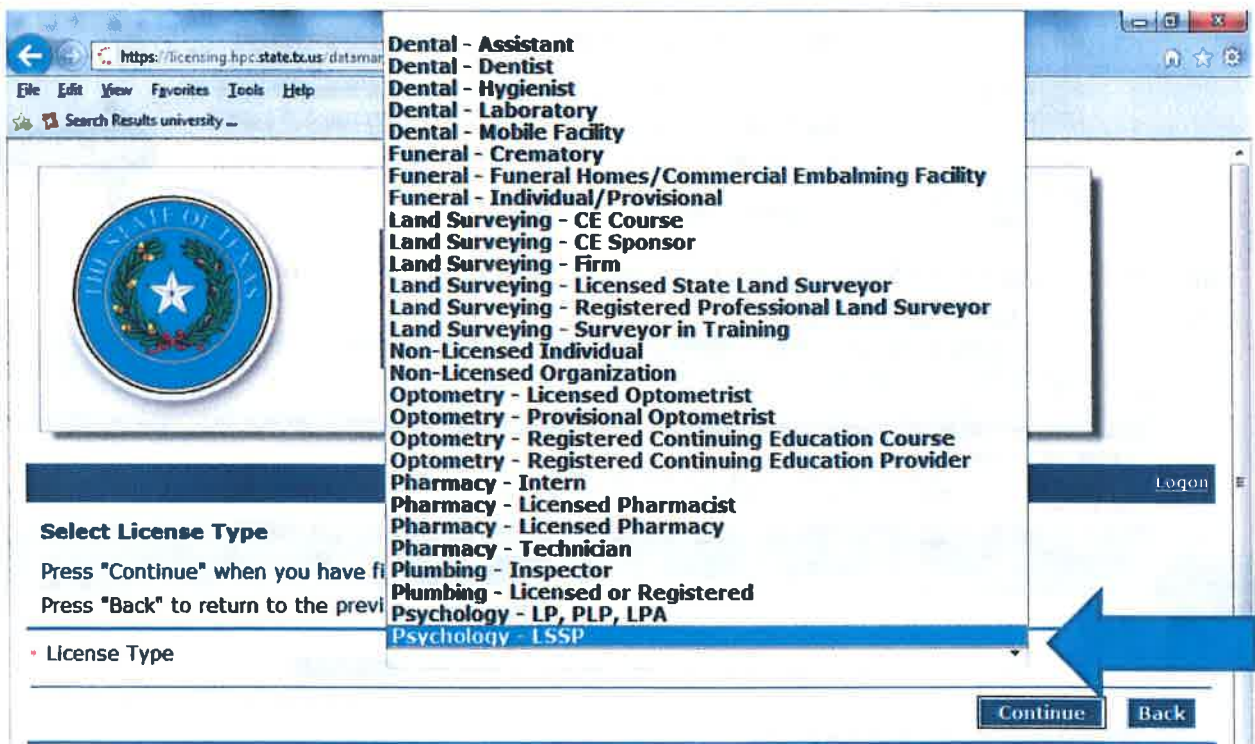
**Qualified Supervisor:** Supervision of delivery of all school psychological services within a public school must be provided by an LSSP with at least three years of experience providing psychological services within the public school system without supervision. No other individual, regardless of training or experience, may provide supervision of the delivery of school psychological services in a public school setting. See Board rule §465.2 (d)(2).



4. This will give you several search options. Click the one you want to use.



5. If you choose Search by Name for a Specified License Type, you will need to choose the license and then the name. The name has to match the name on the license.



6. This will provide you with verification of an active LSSP license.