

Employment: ***Student Support Scope of Practice***

Definitions—

1. “Counseling” means a method used by school counselors, school psychologists, and school social workers to assist individuals and groups in learning how to solve problems, develop coping strategies, and make decisions about personal, health, social, emotional, behavioral, educational, vocational, financial, and other interpersonal concerns.
2. “Psychoeducation” means the process of providing education and information to those seeking or receiving mental health services and their family members
3. “Psychological services” includes:
 - a. administering psychological and education assessments, and other assessment procedures;
 - b. interpreting assessment results;
 - c. obtaining, integrating, and interpreting information about student behavior and conditions relating to learning;
 - d. consulting with other staff members in planning school programs to meet the special educational needs of student as indicated by psychological assessments, interviews, direct observation, and behavioral evaluations;
 - e. planning and managing a program of psychological services, including psychological counseling for students and parents; and
 - f. assisting in developing positive behavior intervention strategies.
4. “Student support license areas” means the following license areas of concentration:
 - a. School Counselor
 - b. School Psychologist
 - c. School Social Worker

[Utah Admin. Rules R277-313-2 \(October 11, 2022\)](#)

[Utah Admin. Rules R277-301-2\(6\) \(July 8, 2024\)](#)

Scope of Practice for Student Support Licensed Educators—

Subject to the restrictions set out in Policy FEA and Policy FDACE, an educator who holds a student support license area of concentration may do any of the following:

1. make referrals for students and families to community mental and behavioral health resources;

2. provide professional learning to staff and psychoeducation to parents regarding prevention and mental health related topics;
3. provide counseling to individuals and small groups of students with identified needs and concerns;
4. provide, coordinate, and participate in crisis intervention and prevention, including assessing students for risk of suicide;
5. participate in a multi-disciplinary team for the development of student special services, including behavior intervention plans, Section 504 accommodations, and individualized education program services;
6. conduct assessments in which the individual is trained in the ethical administration, scoring, and interpretation related to the intended use of the assessment and meet the assessment publisher's criteria for administration; and;
7. act as a related service provider to provide counseling services for students with an individualized education program consistent with State Board of Education rules.

[Utah Admin. Rules R277-313-3\(1\) \(October 11, 2022\)](#)

An educator who holds a School Counselor license area of concentration may implement a school counseling program as outlined in State Board of Education Rule R277-462 and the College and Career Readiness school counseling program model.

[Utah Admin. Rules R277-313-3\(2\) \(October 11, 2022\)](#)

An educator who holds a School Psychologist license area of concentration may provide psychological services for special education.

[Utah Admin. Rules R277-313-3\(3\) \(October 11, 2022\)](#)

An educator who holds either a School Psychologist or a School Social Worker license area of concentration and is also licensed as a psychologist or as a social worker with the Division of Occupational and Professional Licensing of the Utah Department of Commerce may practice mental health therapy in a school.

[Utah Admin. Rules R277-313-3\(4\) \(October 11, 2022\)](#)