Abstract
This paper tries to provide a synthesis of what may constitute the specificity of the educational psychologist compared to other psychologists and other related specialists. This synthesis is carried out from two perspectives: academic and professional. From the first one, it is shown the academic institutionalization and the continuity of contributions of Educational Psychology over more than a century. Thanks to both facts—institutionalization and continuity—it is now possible to define clearly the objectives, as well as the functions, of educational psychologists. From the second perspective, the progressive legislative, academic and administrative steps are described. The aim of these efforts is to incorporate the educational psychologist at the centers of the Spanish formal educational system. Finally, it is briefly considered an initiative very positively valued by academics and professionals, but that due to the current economic difficulties has been forgotten momentarily.

Keywords
Educational psychologists, Training, Functions: Assessment, Counseling and intervention.