

APPENDIX 10 DRAFT PROFESSIONAL STANDARDS FOR DIGITAL SCHOOL PSYCHOLOGY PRACTICE BASED ON THE ISPA STANDARDS FOR ACCREDITATION OF PRE- PROFESSIONAL PROGRAMS IN SCHOOL PSYCHOLOGY

6 Areas of Competences

1. Core Knowledge in Psychology and Education,
2. Professional Practice Preparation,
3. Professional Skills in Decision-Making, Reflection and Inquiry,
4. Interpersonal Skills,
5. Research Methods and Statistical Skills,
6. Knowledge of Ethics and Establishment of Professional Values.

Goal 1 – To Acquire Core Knowledge in Psychology and Education

School psychologists can be expected to display acquisition of this core knowledge together with its applications: general psychology, developmental psychology, psychology of learning and cognition, educational psychology, psychology of personality, social psychology, statistics and research design, experimental psychology and biological psychology, understanding of educational curriculum, instruction, and related educational context.

Standard 1.1 - Learning and Instruction

School psychologists are expected to display and apply knowledge of theory and research on multimedia learning to help enhance learning and development in children and youth.

Knowledge Indicator: School psychologists display knowledge of

- theories and research on multimedia learning
- digital resources students use to acquire and retain knowledge and skills.
- digital resources that influence motivation to learn.
- individual differences in multimedia learning and performance.
- the influence of the use of digital resources on cognitive, language and social development,
- theories and research on curriculum and instructional digital methods.
- instructional digital needs of students with diverse abilities.
- influences of students' cognitive, physical, social, emotional, and moral development on multimedia learning.

Performance Indicators: School psychologists ...

- work collaboratively with school personnel to promote supportive multimedia learning environments.
- assist school personnel to develop digital programs for students.
- evaluate digital educational environments to develop strategies that

encourage motivation and engagement in productive work.

- participate in the development and implementation of instructional digital strategies and interventions to promote student development.
- consider instructional digital methods and materials, student interests, and vocational needs when planning interventions.
- use digital methods designed to enhance development of critical thinking, problem solving, and performance skills.
- monitor and adjust digital interventions in response to new information.
- identify and use community online resources to enhance student learning and vocational alternatives.
- utilize current scholarship in their digital assessment and intervention efforts to promote multimedia learning and academic development, multimedia learning techniques (e.g., study skills, self-monitoring, planning/organization, and time management) that enable them to become more efficient learners.
- collaborate with school personnel to develop appropriate academic goals and digital interventions.

Standard 1.2 Social and Adaptive Skill Development

School psychologists are expected to display and apply knowledge of scholarship on the development digital related social skills to help enhance social and adaptive skill development in children and youth. School psychologists, working collaboratively with others, consider students' strengths, weaknesses, needs, and resources in developing, implementing, and evaluating digital related social skill interventions for them. Programs may emphasize behavioral, affective, adaptive, social, and/or vocational goals.

Knowledge Indicators: School psychologists display knowledge of

- multimedial skills development (usage patterns, digital related social-emotional behavior, adaptive skills)
- vocational planning by using digital resources as part of the developmental process.
- principles of digital related behavior change
- direct and indirect intervention strategies to promote social and adaptive multimedia skill development appropriate for students from diverse backgrounds and experiences.
- digital consultation, behavior management, and counseling strategies that enhance student behavior.
- methods that promote digital classroom management.
- digital methods used to assess social adaptive skills as well as vocational aptitudes and interests.
- how digital communication and digital behavior can affect the socialization process.
- distinctiveness and effects of the digital culture and digital environment

on students and families.

- Performance Indicators:** School psychologists ...
- evaluate individual and group characteristics prior to designing developmentally appropriate interventions intended to promote students' multimedia related development.
 - apply principles of behavior change through the provision of digital consultation, assessment, intervention, and counseling services designed to enhance student behavior.
 - develop methodologies that assist teachers and families in enhancing students' multimedia behaviors.
 - provide leadership in creating digital environments for students that promote respect and dignity, foster the expression of social multimedia behaviors, and reduce alienation.
 - assist teachers, families, and others in helping students become responsible for their own multimedia behaviors.
 - utilize current scholarship in their assessment and intervention efforts to promote social and adaptive multimedia skill development.
 - assist in the development and implementation of digital classroom management strategies.
 - assist in the development and implementation of digital programs to facilitate successful transitions of students from one environment to another (e.g., program to program, early childhood to school, and school to work transitions).

Standard 1.3 – Individual Differences

School psychologists are expected to display and apply knowledge of theory and research on individual differences together with the potential influences of medical, genetic, racial-ethnic, social, cultural, religious, socioeconomic, gender, linguistic, and experiential qualities as well as personal choices on development in their work associated with digital assessment and intervention, including an ability to work effectively with persons from diverse backgrounds.

Knowledge Indicators: School psychologists display knowledge of

- one's personal cultural perspectives and biases and their impact on interactions with others in digital environments
- multimedia diversity.
- various family systems and how they may affect student multimedia development.
- how an individual's medical, genetic, racial-ethnic, social, cultural, religious, socioeconomic, gender, experiential, and personal choices may impact student multimedia development
- cultural differences in digital methods used to attain academic, social, and behavioral goals.

- the impact of bias and stereotyping in digital settings
- digital methods to assess and enhance educational, psychological, social, and vocational needs of students with disabilities.
- digital methods to assess and enhance educational, psychological, social, vocational and digital needs of gifted, creative, and talented students.

Performance Indicators: School psychologists ...

- demonstrate digital abilities and skills needed to work with families, students, and staff with diverse characteristics.
- promote digital practices that help students and families of all backgrounds feel welcome and respected in the schools and community
- help develop and implement digital strategies to promote understanding of and removal of barriers to the attainment of important educational and other developmental outcomes.
- consider the relevance of a student's medical, genetic, racial-ethnic, social, cultural, religious, socioeconomic, gender, linguistic, and experiential qualities together with personal choices when conducting an evaluation or planning of digital interventions.
- design and carry out digital assessments and intervention strategies in light of a student's, gender, culture, stages of development, learning styles, exceptionalities, strengths, and needs.

Standard 1.4 - Prevention, Crisis Intervention, and Mental Health Promotion

School psychologists are expected to display knowledge of theory and research on normal and abnormal mental, social, and emotional development, including conditions that promote, prevent, and help overcome child and adolescent psychopathology. School psychologists, working collaboratively with others, provide or contribute to digital prevention and intervention programs intended to promote students' mental, physical and digital well being.

Knowledge Indicators: School psychologists displays knowledge of

- normal multimedia child and adolescent development .
- child and adolescent psychopathology and its influence on multimedia behavior
- adverse medical (e.g., lead paint, eating disorders, teenage pregnancy, and AIDS prevention), social, community, family, digital and other environmental influences on behavior.
- multimedia conditions that give rise to crises in schools and communities, how they affect student behavior, and how crises may be prevented
- effective digital strategies that promote well-being and resilience and that prevent mental illness.
- multimedia related conditions that contribute to mental illness in children and adolescents together with methods to prevent mental illness

- digital resources to address various mental and physical health problems.
- how to access and make appropriate referrals for online services provided by school, community, governmental, and other agencies
- effects of medications on student's multimedia behaviors.

Performance Indicators: School psychologists ...

- identify and recognize digital related behaviors that are precursors to academic, behavioral, and personal difficulties (e.g., Internet or game addiction).
- develop, implement, and evaluate digital screening programs intended to identify students with mental health needs.
- collaborate with school personnel, family members, and community personnel to establish and implement digital programs that help address psychological and social problems that arise in the aftermath of crises (e.g., death, natural disasters, bombs or bomb threats, violence, and sexual harassment).
- promote mental health online services provided through schools and other agencies.
- assist in the development and implementation of online prevention programs that address chronic health issues (e.g., eating disorders, overweight, teenage pregnancy, AIDS prevention, and stress management).
- facilitate digital environmental changes to support health and adjustment.
- participate in the delivery of online mental health services through direct (e.g., group and individual counseling) or indirect services.
- inform students, their families, educators, and others of school, community, and other needed and available online-mental health resources.
- displays knowledge of the possible impact of social and cultural diversity in the development and implementation of online-prevention, crisis intervention, and mental health programs.

Goal 2 - Professional Practice Preparation

Knowledge of digital assessment methods that provide information on children's cognitive, academic, and affective qualities and online interventions that rely on behavioral, educational, affective, social, and consultation methods are highly important. The prevention of problems and promotion of health are core activities of school psychologists.

Standard 2.1 - School and Systems Organization, Policy Development and Implementation

School psychologists are expected to display knowledge of schools and other settings as social and administrative systems and to work with individuals and groups to facilitate policies and practices that create and

maintain safe, caring, and supportive multimedia learning environments for children and others.

Knowledge Indicators: School psychologists display knowledge of.

- qualities that contribute to safe, caring and supportive school, home and multimedia environments.

Performances Indicators: School psychologists ...

- assist schools and other agencies in designing, implementing and evaluating digital related policies and practices that govern the delivery of educational and psychological services to children and their families.
- assist in the development and evaluation of school and community policies, procedures, and practices designed to promote academic development, social and emotional and digital well-being, and safe digital environments.
- participate in system-wide decision-making that promotes effective online-services for students and their families/guardians.
- support the development of digital transformation.
- utilizes principles of generalization and transfer of training in the development of digital interventions.
- work to increase the number and availability of needed digital psychological resources.
- assist schools in identifying digital resources needed for students to succeed in an educational environment and life after leaving school.

Standard 2.2 – Home-School-Community Collaboration

School psychologists are expected to display knowledge of the influences of various family conditions on student development as well as methods to enhance family involvement in promoting students' academic and psychological development. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive coordinated online - services to children and families.

Knowledge Indicators: School psychologists display knowledge of

- the effects diverse family systems may have on students' multimedia functioning.

- the importance of family involvement in multimedia education.
- methods to promote digital collaboration and partnerships between families and educators intended to improve student's development and well-being.
- the implications of cultural diversity on digital family, home, school and community collaborations.
- digital school and community resources and agencies available to students and families.

Performances Indicators: School psychologists ...

- design, implement, monitor, and evaluate online - programs designed to promote school, family, and community partnerships to enhance students' development.

- assist parents in becoming active and effective participants in digital school meetings and activities.
- acquire information on parent's expectations and goals for the media education of their children.
- educate school and community members regarding the importance of family involvement in digital school activities.
- identify digital resources and create digital linkages between schools, families, and community agencies.
- work within schools, families, and the community to enhance relationships between digital home and school environments.

Goal 3 – Professional Abilities Associated with Assessment and Interventions

School psychology programs rely on theory and research together with practicum and internship experiences to promote the development of digital diagnostic and other decision-making skills important to the accurate description of behavior and other personal qualities. This includes the use of electronic assessment techniques together with digital problem-solving and analytical skills. School psychology programs also promote the development of digital abilities and skills associated with the successful implementation of intervention efforts at the individual, group, and systems levels.

Standard 3.1 - Data Based Decision Making and Accountability

School psychologists are expected to display data-based skills in using formal and informal assessment methods in their decision-making and accountability practices. They are knowledgeable of various models and methods of digital assessment that yield information useful in clarifying problems, identifying strengths and weaknesses as well as needs, and in measuring progress toward stated goals. School psychologists use data-based models and methods as part of a systematic process to collect and evaluate digital information, translate information into defensible decisions that impact services, and evaluate the outcomes of services.

Knowledge Indicators: School psychologists display knowledge of

- effective, data-based decision-making and problem solving processes.
- the purposes, characteristics, strengths and limitations of formal and informal models and methods of assessment for digital data collection (e.g., interviewing techniques, norm-referenced, curriculum based, authentic, portfolio, criterion-referenced, functional assessment, behavioral observation).
- psychometric theory, test development, and research as applied to data-based decision-making.

- nondiscriminatory digital evaluation procedures.
- formal and informal digital assessment techniques used to evaluate student's intellectual and academic abilities.
- the importance of considering cultural, linguistic and other personal traits together with environmental opportunities when interpreting and using data.
- the importance of collecting digital data on multiple traits displayed by students in various environments by using various digital assessment methods that rely on digital information from various credible sources.
- how to modify intervention plans based on digital data.
- the use of digital data in evaluating the reliability and validity of intervention strategies.
- the use of digital data in forming a diagnosis in light of laws and professional standards.
- parental and student rights regarding digital assessment and evaluation.
- the principles and importance of professional accountability for confidentiality and record keeping.

- Performances Indicators:** School psychologists ...
- consider and when suitable utilize digital information from scholarly sources in psychology and education (e.g., curriculum and instruction) as well as on individual difference when making data-based decisions.
 - collect and utilize digital data, including assessment results, to identify student strengths and weaknesses, establish goals, align and modify curriculum and instruction, identify needed support services, and design intervention strategies.
 - use digital data to evaluate the outcomes of school psychology and other services and to facilitate accountability.
 - acquire knowledge of multiple qualities displayed in various environments by using various assessment methods that rely on information from various credible sources.
 - apply knowledge of psychometric theory when analyzing data.
 - use digital evaluation techniques that measure academic progress.
 - use nondiscriminatory digital evaluation procedures.
 - use formal and informal digital assessment procedures to evaluate student qualities that influence learning.
 - use recently standardized electronic tests and other digital assessment methods to assess aptitudes, academic attainment, social, emotional, adaptive skills, vocational interests, and other personal and school-related qualities.
 - prepare clearly written digital reports that appropriately address referral questions, accurately reflect the data, and provide guidance for interventions.
 - communicate test results in a digital manner that is understandable to intended audiences.
- provide digital services in accord with legal, regulatory, and ethical guidelines and standards in data-based decision-making and record

keeping.

- support efforts that lead to the availability of additional standardized electronic tests.
- maintain useful and accurate digital records and communicate information digitally to responsible families/guardians, students, colleagues and community as appropriate.
- use digital assessment techniques to measure progress toward goals, to evaluate outcomes of intervention strategies, and to revise services as necessary.

Standard 3.2 – Technology

School psychologists are expected to display knowledge of relevant digital information sources and technology and to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of school psychology services.

Knowledge Indicators: School psychologists display knowledge of

- how to review, evaluate and use technology for educational purposes.
- technology important to professional practice.
- methods to access digital information sources.
- technological tools for accessing, managing, and disseminating information to enhance the consultation process.
- technological methods and applications for research and evaluation (e.g., statistical and behavior monitoring software programs).
- ethical issues and social implications of using technology.
- the strengths and limitations of professional computer software (e.g., test scoring, interpretive and psychological report writing programs, behavior analysis programs).

Performances Indicators: School psychologists ...

- practice ethical, legal, and socially responsible behavior when using technology and computer software.
- adhere to copyright laws governing access to and use of information from various technologies, including books, tests, and software.
- use technology (e.g., CD/DVD ROM, the internet, e-mail, interactive video, distance learning) to acquire information, current research findings, and continuing professional development.
- use current technology resources when designing, implementing, and evaluating programs and interventions for children.
- use technology-based productivity tools (e.g., word processing, database, spreadsheets, test scoring programs) to help promote effective and efficient services.
- use appropriate terminology related to computers and technology in written and oral communications.
- demonstrate awareness of resources for adaptive and assistive devices for students with special needs.
- use technology in communicating, collaborating, conducting research, evaluating programs, and maintaining professional accountability.

- utilize technological resources to access, manage, and disseminate information to enhance the consultation process.

Goal 4 - Interpersonal Skills

School psychology programs rely on theory and research together with practicum and internship experiences to promote sensitivity to school, family, and other contextual settings that influence growth and development (Cunningham & Oakland, 1998; Oakland & Cunningham, 1997). The programs also promote digital knowledge, skills, and attitudes needed to work effectively in various contexts and with both professionals and the public. Therefore, the promotion of leadership, collaboration, and other interpersonal skills needed for this work forms a special focus of their preparation.

Standard 4.1 - Consultation and Collaboration

School psychologists are expected to display knowledge and suitable applications of behavioral, mental health, collaborative, and other digital consultation models. School psychologists collaborate (online and offline) with others during assessing, planning, and decision-making processes at the individual, group, and systems level.

Knowledge Indicators: School psychologists display knowledge of

- collaborative and counselling online models and methods (e.g., behavioral, mental health, instructional).
- the impact of online communication skills on collaboration and consultation practices.
- the importance of interpersonal skills during the digital counselling process.
- methods necessary to facilitate online communication with students.
- methods necessary to facilitate online communication among school personnel, families, community professionals, and others.
- the important features of online collaboration when working with individuals from diverse cultural and racial-ethnic backgrounds.

Performances Indicators: School psychologists ...

- use online counselling and collaboration skills to promote change at various levels (e.g., an individual, classroom, building, district, and/or other agency).
- use online counselling and collaboration to facilitate the development of positive school climates.
- use online counselling and collaboration skills to enhance student learning.
- use online counselling and collaboration skills to show respect for those with whom they work.
- use digital collaboration skills with individuals from diverse cultural and racial-ethnic backgrounds.

- communicate clearly digitally with diverse audiences (e.g., parents, teachers, policy makers, community leaders, and colleagues).
- use various communication modes (e.g., written, verbal, nonverbal, visual, technological) to communicate with a diverse constituency.

Goal 5 - Research Methods and Statistical Skills

School psychology programs rely on theory and research together with practicum and internship experiences to promote understanding and use of research and evaluation methods important to quantitative and qualitative research and evaluation activities (Cunningham & Oakland, 1998; Oakland & Cunningham, 1997). School psychologists are expected to be reflective consumers of and contributors to professional scholarship.

Standard 5.1- Research and Program Evaluation

School psychologists are expected to display knowledge of research designs, statistics, and evaluation methods as well as to evaluate research and to translate research into practice. Their knowledge is sufficient to plan and conduct research and program evaluations.

Knowledge Indicators: School psychologists display knowledge of

- digital research designs for group and single subject studies.
- concepts of internal and external validity of digital research designs and methods.
- digital research and statistical methods needed to evaluate published research.
- digital evaluation models and techniques.
- measurement principles and standards when selecting and using online assessment techniques.
- scholarship when designing digital educational, mental health, and other intervention programs.
- quantitative and qualitative data analysis methods, their strengths and limitations.

Performances Indicators: School psychologists ...

- engage in digital research and evaluation studies that address issues important to school psychology and education.
- apply digital knowledge of research, statistics, and evaluation techniques when conducting research and program evaluations.
- evaluate psychometric properties when selecting digital assessment methods.
- Evaluate the suitability of digital methods used when reviewing research and other forms of scholarship.
- select and utilize digital interventions based on sound professional judgments.
- provide online information from relevant research and other forms of scholarship findings to school personnel, parents, the public, and the

profession.

Goal 6 - Knowledge of History, Ethics, Professional Values

School psychology programs promote knowledge, attitudes, and behaviors important to professional standards, ethical principles and values, and laws. The basic values of school psychologists are represented in its history together with ethical standards governing research and practice. These sources, together with the legal bases for service, are instrumental in the socialization of SPs. The ISPA Code of Ethics (Oakland, Goldman & Bischoff, 1997) together with other nationally approved codes of ethics can serve as guides for this purpose.

Standard 6.1 - School Psychology Practice and Development

School psychologists are expected to display knowledge of national and international history and foundations of psychology and school psychology, together with ethical and other professional and legal standards governing their services. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession through membership and leadership, have the digital knowledge and skills needed as a basis for career-long professional development, and engage in continued professional development.

Knowledge Indicators: School psychologists display knowledge of

- professional, ethical, and legal standards governing online services.
- the implications of laws on psychological and educational online services for students.
- how the digital practice of school psychology may affect students and families.
- the importance of continued professional digital competence development.
- the importance of an active digital involvement and participation in professional organizations at the local, regional, national, and international (e.g., International School Psychology Association) levels.

Performances Indicators: School psychologists...

- practice online in accord with codes of ethics from ISPA or other authoritative professional sources.
- provide school psychological online - services (e.g., tele - counselling, intervention, and research) consistent with prevailing legal and professional standards.
- practice online in accord with legal standards when they are in conflict with ethical or professional standards.
- become certified or licensed (if possible in their country) to practice online and meet standards that ensure their continued certification or license eligibility.
- comply with legal requirements for professional online - practice in the

- respective country.
- respect the online-related rights and digital welfare of those with whom they work.
 - support public online- policies and practices that enhance school- and community-based educational and mental health services for children.
 - participate in continuing professional development of digital competence
 - assist in the continuing professional development of digital competence of colleagues.
 - hold membership in school psychology professional associations and contribute to the digital transformation of the profession through their work and, whenever possible, seek leadership in them.