

APPENDIX 13: ASSIGNMENT OF DIGITAL- RELATED PROFESSIONAL PROFILES TO DICOSP COMPETENCE FRAMEWORKS

DIGITAL-RELATED PROFESSIONAL COMPETENCE- KNOWLEDGE		
PREVENTION AND INTERVENTION		<p>SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of areas relevant to digital-related school psychology practice including:</p> <ul style="list-style-type: none"> ○ Media and communication psychology ○ Computer science ○ Cyberpsychology ○ Crisis intervention ○ Media education ○ Multimedia/digital learning and teaching theories/methods ○ E-(mental)health ○ Neuropsychology and school psychology; ○ Digital-related risks (Internet addiction, gambling addiction) ○ Digital-related developmental psychology (digital well-being, media use, media education...) ○ Aspects of digital-related school research in psychology, educational science and sociology ○ Computer-aided empirical educational research <p>SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of digitally-based school psychology for preventive, diagnostic, counseling, and therapeutic interactions with:</p> <ul style="list-style-type: none"> ○ Issues of psychosocial development of children and adolescents in digital transformation (influence of digital transformation on development, course of media-related development, favorable conditions (e.g., effective educational practices to promote competent handling of digital technology by children and adolescents) and risk conditions (e.g., cyberbullying) for the development of children and adolescents in digital transformation and its significance for school psychology) ○ Issues of multimedia, digital learning and teaching (influence of digital transformation on learning and teaching processes, favoring conditions, such as the opportunity for individualization of learning processes, high risk conditions or threats) TC <p>applicable to a wide range of problems and situations in the school context and the other life situations of children and adolescents (family and leisure time)</p> <p>SP understand the interdisciplinary disposition of digitally based school psychology:</p> <ul style="list-style-type: none"> - current core issues and selected digital-related problems of associated disciplines (e.g. children and media, digital street work); - current and selected core topics of digital-related pedagogy in the context of schools:

		<ul style="list-style-type: none"> ○ the education system in digital transformation (entry requirements, curricula, teaching, contents and degrees, of UAS courses as well as studies at academies and (distance learning) universities/colleges, educational legislation and procedures in schools; knowledge about digital learning and teaching, school as a learning context (school as a learning organization in digital transformation, evidence-based school development, professionalization of teaching staff) ○ digital policy in the context of education ○ digital-related aspects of educational research in psychology, pedagogy and sociology ○ digital information sources and methods of information research IDC essential for educational and career guidance counseling. ○ digital range of resources for special education (basics, assignment paths, options) and role of school psychology in the context of integrative schooling: knowledge of selected digital-related topics for special education in the school context: ○ assistive technology MK ○ inclusive access to digital learning and teaching TC <p>SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of:</p> <ul style="list-style-type: none"> ○ the impact of digital transformation on society, especially families, schools, education, and social and health care systems (e.g., digital divide). ○ the influence of digital transformation on (cognitive and psychosocial) development and behavior of children and adolescents (importance of digital media, digital needs, use of digital resources, etc.). ○ the influence of different factors (cognitive, psychosocial, physical, moral, gender, culture, ethnicity, social status, disability) on digital learning, behavior, digital health, and digital inclusion of children and young people. ○ the development of children and adolescent’s media and online behavior, including indicators of possible risk (e.g., digital addictive behavior) ○ the risk and threats to teachers' psychosocial health due to use of digital resources, and safeguarding to prevent or minimize these TC. ○ the effect of different factors (social, cultural, cognitive,..) on the use of digital prevention and intervention programs TC <p>SP are able to use, review, and evaluate digital technology for school psychology practice TC. SP understand the importance, the need and the use of digital prevention and intervention measures of their target groups/individuals.</p>
	<p>ADVICE, SUPPORT, GUIDANCE (BUB), PROMOTION</p>	<p>SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of:</p> <ul style="list-style-type: none"> ○ digital psychological counseling (digital counseling concepts, digital interviewing, digital facilitation, digital mediation, digital school and career counseling) TC ○ psychological digital support of individuals or groups (students, teachers, parents, professionals...) TC

		<ul style="list-style-type: none"> ○ opportunities for digital prevention in at-risk conditions to support healthy development (e.g., PACT (Pediatric Autism Communication Therapy) for video-assisted promotion of social communication skills in 2-10 year old children with autism https://www.hogrefe.com/uk/training/pact-e-learning-information); e.g., serious game for children with anxiety disorders "Camp- Cope-A-Lot" https://www.copingcatparents.com.) TC ○ digital support opportunities for the learning and achievement of students, including students with disabilities, special educational needs, and/or special talents TC ○ digital ways of promoting the healthy development of children and adolescents and their psychosocial health literacy TC ○ multimedia/digital teaching methods MK ○ SP know online resources and online services to advise, support, guide, promote target groups/individuals IDC. ○ SP are aware of the importance of adaptive technological resources for advising, guiding, supporting students with educational needs TC.
	<p>CRISIS INTERVENTION</p>	<p>SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experience) and critical understanding of :</p> <ul style="list-style-type: none"> ○ concepts of digital-based prevention and intervention in school crisis situations ○ knowledge of indicators of student online behavior which can lead to crisis situations in schools and communities. <p>SP have understanding of student online behaviors which can hinder healthy development (e.g. behavioral disorders, addictive behavior,..)</p> <p>SP are aware of online resources for school crisis intervention.</p>
	<p>TREATMENT/ THERAPY</p>	<p>SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experience) and critical understanding of the benefits and limitations of:</p> <ul style="list-style-type: none"> ○ digital treatment and therapy options for students with high risk conditions to promote psychosocial health, learning and achievement. ○ digital intervention options to promote teachers' psychosocial health. ○ intervention options for online behavior change <p>SP understand online resources and services for treatment and therapy of targeted groups and individuals.</p>
	<p>PSYCHO-EDUCATION, TRAINING, PUBLIC EDUCATION</p>	<p>SP have knowledge of the advantages and limitations:</p> <ul style="list-style-type: none"> ○ digital training and advanced training concepts ○ opportunities for digital public education <p>SP have knowledge of the particular challenges for digital public education</p> <p>SP have knowledge of digital resources and digital services for psychoeducation, training and information of target groups and individuals IDC.</p> <p>SP understand theories and models of online/multimodal teaching.</p>

DIAGNOSTICS, EVALUATION	DIAGNOSTICS	<p>SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of:</p> <ul style="list-style-type: none"> o digital diagnostics in school psychology o standardized digital tests to diagnose and evaluate personal, cognitive, psychosocial skills, vocational interests o theories, models, methods for digital analysis of learning needs. o digital diagnostics (especially for learning and behavioral disorders) o the diagnostic processes in digital counseling (hypothesis generation, test diagnostics, subjective assessment, etc.) o test development, psychometrics and research of computerized data-based decision-making processes o digital recording and quantitative analysis of data and indicators relevant for school psychology (medical history, parenting style, learning and developmental status of students, school culture,...) o SP recognize signs of digital addictive behavior TC
	TESTING	
	ASSESSMENT, EXPERT OPINION, REPORTING	<ul style="list-style-type: none"> o SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding in digital activity.
	EVALUATION, MONITORING	<ul style="list-style-type: none"> o SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practical experience) and critical understanding of EDP-supported evaluation procedures. o SP understand professionally relevant studies on digital-related psychological prevention and intervention.
	EVIDENCE-BASED PRACTICE	<p>SP have knowledge of:</p> <ul style="list-style-type: none"> o theories, models, methods of digital-related scientific research. o central constructs and problems of computer-aided empirical educational research o challenges for research ethics in digital transformation (data protection, contact with people seeking advice, duty of confidentiality, etc.) o digital resources to formulate research statements IDC.
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<p>SP understand:</p> <ul style="list-style-type: none"> o digital resources (laptop, smartphone, software, apps,..) for management and processing (creation, organization, storage, backup, deletion, adaptation, retrieval at different electronic storage locations) of data, information and content IDC o options and limits of using and sharing personal data in the digital space: they understand that digital services use a "privacy statement" to inform how personal data is used TC o digital resources to facilitate searching for information (reduction of complexity) IDC
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<p>SP understand:</p> <ul style="list-style-type: none"> o scientific, digital information sources such as psychological databases, journals, blogs, on topics of psychology and school psychology IDC o digital professional development opportunities (webinars, personal networks, online courses..) TC

		<ul style="list-style-type: none"> ○ and reflect on their own digital competence and digital usage behavior TC
	PROFESSIONAL COLLABORATION/ NETWORKS	<p>SP understand:</p> <ul style="list-style-type: none"> ○ digital resources for digital communication and interaction CC ○ challenges of digital communication and interaction/collaboration CC ○ digital resources to creatively construct data, resources and knowledge CC ○ digital networks/services of youth, education, social and health institutions CC ○ opportunities to promote and manage their own digital identity as well as associated challenges. CC
	WORK ORIENTATION (INDIVIDUAL, OPERATIONAL)	<p>SP understand:</p> <ul style="list-style-type: none"> ○ and reflect on good practice for digital-related working methods in school psychology TC ○ useful digital resources for school psychology practice MK ○ how to evaluate, manage and use digital resources professionally TC. ○ how to critically evaluate digital data, information and content for quality, accuracy and relevance IDC ○ the digital information, communication and interaction needs of the SP and its target groups/individuals IDC ○ opportunities and risks of using digital resources in school psychology practice, and know (digital) solution strategies as well as protective measures in case of issues due to the use of digital resources (handling and protection of hardware/software, protection of health and well-being, environmental protection, protection of privacy and personal data) TC <p>SP understand and reflect on:</p> <ul style="list-style-type: none"> ○ professional, ethical, and legal standards in the use of digital resources CC ○ behavioral norms in the digital space (netiquette) CC ○ referencing and acknowledgement practices in digital data, information, and content sharing CC. ○ copyrights and licensing in the digital space MK ○ childrens' rights in the digital space CC ○ parental and student's right related to digital psychological intervention/treatment, counseling, guidance, support and encouragement, diagnosis, reporting, assessment. <p>SP understand and reflect on:</p> <ul style="list-style-type: none"> ○ the importance of digital transformation for school psychology expertise and professional practice. ○ examples of effective digital-related school psychology practice ○ basics of digital-related professional practice according to the mission statement (self-image) of school psychology, service law as well as legal regulations and school policy (e.g. data protection laws, youth media protection laws, patients' rights, school laws, narcotics law, psychologists' law and psychotherapy law...). ○ the development, implementation and evaluation of a digitally competent school psychology service. ○ the impact of digital school psychology services on their target audiences/individuals. TC

DIGITAL-RELATED METHODOLOGICAL COMPETENCE - KNOWLEDGE

PREVENTION AND INTERVENTION

SP have sound current scientific knowledge (theoretical, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practical experiences) and critical understanding in digital-related school psychology practice for digital-related preventive, diagnostic, counseling and therapeutic methods in dealing with:

- mental health problems of children and adolescents (risk situations/conditions: profound developmental disorders, internalizing/externalizing disorders, behavioral problems, psychiatric disorders; health promotion in the school context dealing with stress, children and media, teacher health)
- learning, teaching and performance issues (risk situations/conditions: learning disabilities, partial achievement disabilities, reading and spelling disorders, speech and language disorders, communication disorders, ADHD and relevance to school, learning disabilities, intellectual disabilities) in the context of inclusive education; learning theories, counseling for learning and performance problems),

applicable to a wide range of problems and situations in the school and out of school context of children and adolescents (family/leisure time).

SP have sound current knowledge (theoretical, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of the influence of cognitive, psychosocial, physical and moral development, as well as the influence of gender, culture, ethnicity, social status, disability on digital learning, behavior and digital health of children and adolescents.

- SP have competence in the selection, application and evaluation of appropriate digital-related methods in individual- and system-based counseling and intervention in the field of development, education and schooling
- SP have knowledge of digital-related prevention and intervention methods for learning, performance, and behavioral and psychiatric disorders.
- SP have knowledge of digital-related prevention and intervention methods for the prevention or remediation of learning and conduct problems of students, especially students with disability, special needs, and/or special talents.
- SP understand digital methods to creatively generate material for psychological prevention and intervention whilst innovating processes and products; MK
- SP understand adaptive technology resources for advising, guiding, supporting, and promoting students with educational support needs CC.

		<ul style="list-style-type: none"> ○ SP understand which digital resources and methods are useful for achieving professional goals (result-oriented action)
	ADVICE, SUPPORT, GUIDANCE (BUB), PROMOTION	<p>SP have:</p> <ul style="list-style-type: none"> ○ basic knowledge (scientific theories, models, procedures, research, evaluation studies, evidence-based practice experiences) of psychological digital counseling methods (including interviewing, group dynamics, facilitation, and mediation). ○ Knowledge of digital methods and well-founded digital information sources for school career counseling. ○ Knowledge (scientific theories, models, procedures, research, evaluation studies, evidence-based practice experiences) of digital teaching and learning methods (including classroom management) as well as digital support for learning and achievement, especially for students with disabilities, with special educational needs, and/or special talents. ○ Knowledge of digital-related prevention and support options for the psychosocial health of target groups/individuals (e.g. pupils, teachers) for the prevention of psychosocial disorders and mental illnesses. ○ Knowledge of digital-related prevention and promotion opportunities for responsible behavior of the pupils to promote healthy development. ○ Knowledge of (digital) prevention and promotion opportunities for responsible multimedia behavior of students. ○ Knowledge of digital-related methods of educational counseling to strengthen (media) educational competence (parents, teachers...). ○ Knowledge of digital manipulation techniques, and protection/security measures for users, e.g. user experience techniques (e.g., clickbait, gamification, nudging) which aim to manipulate and/or weaken one's ability to control decisions (e.g., spending more time on online activities, encourage consumption) -In case of digital victimization intent, block receipt of further messages from senders, do not respond/answer, forward or store messages as evidence for court proceedings, delete negative messages. TC
	CRISIS INTERVENTION	<ul style="list-style-type: none"> ○ SP know scientifically sound, evidence-based methods and digitally related programs of school-based crisis intervention.
	TREATMENT/THERAPY	<ul style="list-style-type: none"> ○ SP know scientifically founded digital-related working methods of clinical-psychological casework in childhood and adolescence.
	PSYCHOEDUCATION, TRAINING, PUBLIC INFORMATION	<p>SP understand:</p> <ul style="list-style-type: none"> ○ diverse digital-related methods and programs of psychoeducation, continuing education and public information MK ○ digital resources and methods for disseminating relevant digital school psychology information to the public IDC. ○ methods of online/multimodal teaching ○ digital resources to individually and collaboratively generate knowledge for psychoeducation, training and public information, and innovate processes and products;MK

DIAGNOSTICS, EVALUATION	DIAGNOSTICS	<ul style="list-style-type: none"> ○ SP understand how to assess, compare, select, evaluate and perform digital diagnostic procedures. <p>SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of:</p> <ul style="list-style-type: none"> ○ digital-related methods of recording and quantitative analysis of data and indicators relevant to school psychology (medical history, parenting style, learning and developmental status of students, school climate,...). ○ digital-related diagnostic methods that provide information on cognitive, academic and affective, psychosocial qualities of children. <p>SP are able to research, search, retrieve, use and apply online assessments relevant to school psychology.</p>
	TESTING	<p>SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of:</p> <ul style="list-style-type: none"> ○ computer-aided quantitative methodology, test development, data-based decision making IDC ○ standardized electronic testing procedures to diagnose and evaluate personal, cognitive, psychosocial skills, vocational interests MK ○ the advantages and weaknesses of diagnostic software programs (e.g., programs for evaluating test results, programs for writing interpretive and psychological reports, programs for analyzing behavior) MK <p>SP know digital resources to individually:</p> <ul style="list-style-type: none"> ○ generate diagnostic knowledge, and innovate processes and products MK ○ identify, understand, and solve problems within conceptual diagnostics and digital environments TC
	ASSESSMENT, EXPERT OPINION, REPORTING	<ul style="list-style-type: none"> ○ SP have sound current knowledge (theoretical, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of the methods of professional digital report and expert opinion writing. ○ SP are familiar with digital methods of creating, organizing, storing, retrieving, processing, and disseminating digital data, information, and content (e.g., reports, appraisals, assessments, record keeping).
	EVALUATION, MONITORING	<p>SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of:</p> <ul style="list-style-type: none"> ○ digital methods and applications for research and analysis (e.g., software programs for statistics and behavior monitoring).

		<ul style="list-style-type: none"> ○ the purpose, characteristics, advantages, and limitations of formal and informal digital models and methods for data collection (inquiry techniques, norm-referenced testing, curriculum-based, authentic, portfolio, criterion-referenced, functional assessment, behavioral observation). ○ ethics/legal research related to access, retention and use of information. (e.g. DSGVO) ○ effective, computer-based decision-making and problem-solving processes in diagnostics and analysis. <p>SP know how to use devices such as desktop computers, laptops, cell phones, personal digital assistants and digital voice recorders to collect and store data as well as monitor information.</p>
	EVIDENCE-BASED PRACTICE	<ul style="list-style-type: none"> ○ SP have competence in selecting, applying and evaluating appropriate evidence-based digital methods in their professional practice, taking into account the advantages and limitations of their validity MK ○ SP know relevant research questions on digital-related school psychology practice that can be answered with the methods of empirical educational research or school psychology. ○ SP have knowledge of applied computer-aided data analysis, which is a prerequisite for working on their own research questions IDC. ○ SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of necessary statistical, research, and evaluation methods relevant to computer-based quantitative and qualitative research and evaluation activities IDC ○ SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of <i>EDP-based</i> (quantitative) methods of empirical educational research or educational psychology to answer practically relevant research questions in SP IDC. ○ SP know digital resources for statistical methods for evaluating published research IDC.
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<p>SP understand:</p> <ul style="list-style-type: none"> ○ basic hardware (desktop PCs, laptop, tablet, smartphone, notebook printer, monitor, scanner, keyboard, mouse, touchpad, touchscreen, camera, speakers, microphone, docking station, headset, storage media such as internal/storage, external hard drive, network drive, online cloud storage, Universal Serial Bus (USB) stick, memory card, flash drive, interfaces for input/output such as: High-Definition Multimedia Interface (HDMI), Video Graphics Array (VGA), ...) and software (office applications, web browser, design apps, JOOMLA, ...). output such as: High-Definition Multimedia Interface (HDMI), Video Graphics Array (VGA),...) and software (office applications, web browser, design apps, JOOMLA, ...).

		<ul style="list-style-type: none"> ○ basic methods for processing school psychology relevant digital data, information and content IDC ○ digital methods for searching, accessing, retrieving, navigating among, and filtering digital data, information, and content relevant to school psychology IDC. ○ methods of management and processing of digital data, information and content relevant to school psychology (creation, organization, archiving, storage, backup, deletion, adaptation, retrieval from different electronic storage locations, forwarding) of relevant digital data, information and content and the legal basis IDC applicable to them. ○ digital methods for sharing relevant digital school psychology information with target groups/individuals and the legal basis applicable to this CC. ○ programming techniques MK <p>SP understand basic concepts of computing (e.g., cloud computing) and computational thinking, such as problem decomposition, pattern and structure recognition, algorithms MK</p>
	<p>LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING</p>	<ul style="list-style-type: none"> ○ SP understand digital training and further education methods for SP TC ○ SP understand methods of digital information collection in professional practice (e.g. knowledge of relevant professional information sources such as Psyindex, methods of information evaluation and processing) IDC
	<p>PROFESSIONAL COLLABORATION/ NETWORKING</p>	<ul style="list-style-type: none"> ○ SP understand methods of digital professional communication and interaction/collaboration as well as their opportunities and limits TC ○ SP understand digital resources to collectively identify, understand and solve conceptual problems and problem situations in psychological digital prevention and intervention, diagnostics and evaluation, and administration TC. ○ SP understand digital resources to creatively and collaboratively generate psychological knowledge for prevention, intervention, diagnosis, evaluation and administration and to innovate processes and products; TC ○ SP understand digital resources for professional digital networking TC ○ SP understand methods to promote online collaboration between families and education professionals to promote healthy development of students CC. ○ SP are familiar with methods of sharing digital data, information, and content with target audiences/individuals and their ethical and legal standards, e.g., referencing and acknowledgement practices. TC
	<p>WORK ORIENTATION (INDIVIDUAL, OPERATIONAL)</p>	<p>SP understand:</p> <ul style="list-style-type: none"> ○ relevant sound digital information resources and technologies to ensure or improve the quality of school psychology services. IDC ○ digital security measures to protect personal data and privacy in digital environments. TC

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DIGITAL-RELATED SOCIAL COMPETENCE - KNOWLEDGE		
PREVENTION AND INTERVENTION		<ul style="list-style-type: none"> ○ SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of digital interaction and communication opportunities with target groups/individuals in psychological prevention, intervention, diagnostics, evaluation and administration. CC ○ SP understand the importance, need and use of digital prevention and intervention measures of their target groups/individuals TC.
	ADVICE, SUPPORT, GUIDANCE (BUB), PROMOTION	<ul style="list-style-type: none"> ○ SP understand methods, challenges, advantages and limitations of using digital resources for communication and interaction in psychological counseling, support, guidance, promotion of learning and performance behavior, promotion of healthy psychosocial development CC ○ SP understand the difference and similarity of digital and F2F consulting CC ○ SP understand the importance, need and use of digital advice, support, guidance and promotion of their target groups/individuals TC.
	CRISES INTERVENTION	<ul style="list-style-type: none"> ○ SP understand methods, challenges, advantages, and limitations of using digital resources for digital communication and interaction in school crisis intervention CC. ○ SP understand the importance, need and use of digital crisis intervention of their target groups/individuals TC.
	TREATMENT/ THERAPY	<ul style="list-style-type: none"> ○ SP understand methods, challenges, advantages and limitations of using digital resources for digital communication and interaction in psychological treatment/therapy CC. ○ SP understand the importance, need and use of digital treatment and therapy options of their target groups/individuals TC.
	PSYCHOEDUCATION , TRAINING, PUBLIC RELATIONS WORK	<p>SP understand:</p> <ul style="list-style-type: none"> ○ methods, challenges, advantages, and limitations of using digital resources for digital communication and interaction in psychological psychoeducation, training, and public information CC. ○ challenges of communicating with the public in a school psychology context CC. ○ different digital presentation formats of school psychology data, information, content MK

		<ul style="list-style-type: none"> o strategies of digital mediation of relevant school psychology topics for psychoeducation and in-service training CC. o the importance, need and use of digital psychoeducation of their target groups/individuals TC. o the importance, need and the use of digital training of their target groups/individuals TC o the importance, need and use of digital information for the public TC
ASSESSMENTS, EVALUATION		<ul style="list-style-type: none"> o SP understand methods, challenges, advantages and limitations of the use of digital resources for digital communication and interaction in psychological examination, assessments and appraisal, evaluation, in particular the challenges that communication with advice seekers and clients offers in clarifying the assignment, collecting data, reporting results and interpreting results CC o SP understand the importance, need, and use of digital school psychological assessments of their target groups/individuals. o SP understand the importance, need, and use of digital school psychology evaluation and monitoring capabilities of their target groups/individuals. o SP understand the importance of, need for and use of digital school psychology assessment options, appraisals and reports of their target audiences/individuals TJ. o SP recognize online behaviors of students that are precursors to developmental issues (e.g., conduct disorders, addictive behaviors, drugs and alcohol abuse...).
	ASSESSMENTS	
	TESTING	
	ASSESSMENT, EXPERT OPINION, REPORT	
	EVALUATION, MONITORING	
	EVIDENCE-BASED PRACTICE	<ul style="list-style-type: none"> o SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of interaction and communication opportunities in practice-based digital research CC o SP understand the importance of, need for and use of digital resources in the academic practice of school psychology TC.
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<p>SP understand:</p> <ul style="list-style-type: none"> o methods, challenges, advantages, and limitations of using digital resources for digital communication and interaction/collaboration in school psychology administration CC. o legal implications of digital information exchange and information sharing (protection of personal data, copyrights) IDC o the professional use of digital terminology CC o methods for establishing and securely handling one or more digital identities CC o the importance, need and use of digital communication and interaction of their target groups/individuals with SP and school psychological services TC <p>SP know how to use devices such as desktop computers, laptops, cell phones, personal digital assistants, digital voice recorders to capture and store data to communicate with target audiences.</p>

	<p>LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING</p>	<ul style="list-style-type: none"> ○ SP understand methods, challenges, advantages and limitations of using digital resources for digital communication and interaction/collaboration for the purpose of their own professional development CC ○ SP understand the importance, need and use of digital training and professional development in school psychology.
	<p>PROFESSIONAL COOPERATION/ NETWORKS</p>	<p>SP have sound current knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of:</p> <ul style="list-style-type: none"> ○ effective digital resources for communication and interaction/collaboration with professional audiences/individuals and relevant collaborative partners. CC ○ digital professional communication and interaction/collaboration in school psychology practice with target groups/individuals as well as with professional (school) psychology organizations and mental health organizations. CC ○ relevant digital services in education, social, health and psychosocial care. CC ○ the importance of cooperation of schools with beneficial digital services. CC ○ constructive digital communication and interaction between home, school and the community to achieve professional goals CC. <ul style="list-style-type: none"> ○ SP provide online psychological counseling, guidance, support and encouragement services to their target populations/individuals and the public in line with legal and professional standards. ○ SP use digital resources to creatively and collaboratively identify, understand and solve conceptual problems in psychological prevention, intervention, diagnosis, evaluation, and administration TC. ○ SP understand the importance, the need and the use of digital professional cooperation and networking with target groups/individuals and relevant cooperation partners (in psychosocial care, in education, etc.). ○ SP use digital resources to creatively and collaboratively generate knowledge on psychological prevention, intervention, diagnostics, evaluation and administration and innovate processes and products. MK ○ SP develop, implement, monitor, evaluate, and participate in online school-family-community networks to promote healthy development of students taking into account benefits and risks of a digital network. CC <p>SP understand:</p> <ul style="list-style-type: none"> ○ and evaluate effective and needs-based supportive online resources and online services for information, advice, support, guidance and interventions for their target groups/individuals, and make appropriate recommendations for the use of these services IDC, TC ○ the impact of digital needs as well as online communication skills of SP and their target

		<p>groups/individuals on interaction, collaboration and counseling practices MK</p> <ul style="list-style-type: none"> ○ challenges, advantages and limitations of using digital resources in professional communication and interaction/collaboration TC. ○ models and methods of online peer counseling, and online intervision and supervision CC ○ ways of communicating and interacting to promote childrens' rights, to help create a developmentally friendly digital space CC ○ measures to protect the privacy and personal data of target groups/individuals (clients, employers) in digital environments TC
	WORK ORIENTATION (INDIVIDUAL, OPERATING)	<p>SP understand:</p> <ul style="list-style-type: none"> ○ methods, challenges, advantages and limitations of using digital resources for digital communication and interaction/collaboration for the purpose of quality assurance and improvement of professional practice CC ○ the professional ethical foundation of digital communication and interaction with advice seekers and those commissioning it (inclusive, respectful communication and interaction) TC ○ behavioral standards in the digital environment (netiquette) CC ○ referencing and acknowledgement practices CC. ○ legal standards of digital communication and interaction/collaboration (e.g., copyrights governing access to information from various digital technologies, including e-books, remote testing, software and digital tools) MK <p>SP understand how copyright and licensing laws are applied to data, info and digital content. MK</p>

DIGITAL-RELATED PERSONAL-COMPETENCE - KNOWLEDGE		
PREVENTION AND INTERVENTION	ADVICE, SUPPORT, GUIDANCE (BUB), PROMOTION	
	CRISIS INTERVENTION	
	TREATMENT/ THERAPY	
	PSYCHOEDUCATION, TRAINING	
DIAGNOSTICS, EVALUATION	DIAGNOSTICS	
	TESTING	

ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ASSESSMENT, EXPERT OPINION, REPORT	
	EVALUATION, MONITORING	
	EVIDENCE-BASED PRACTICE	
	ADMINISTRATION	
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○ SP are aware of their obligation to update their professional digital competence TC. ○ SP are aware of their own strengths and weaknesses of digital competence TC ○ SP are aware of digital training and further education opportunities for digital competence acquisition TC
PROFESSIONAL COOPERATION/ NETWORKS	<ul style="list-style-type: none"> ○ Knowledge of ethical principles in digital dealings with those seeking advice and those commissioning it. CC 	
WORK ORIENTATION (INDIVIDUAL, OPERATING)	<p>SP understand:</p> <ul style="list-style-type: none"> ○ legal, professional, ethical standards in digital-related school psychology practice (e.g., professional accountability to maintain confidentiality in digital records) CC ○ measures to protect oneself from the dangers and risks of digital environments: TC <ul style="list-style-type: none"> - Protection of one's privacy and personal data in digital environments TC - Protecting one's physical and psychosocial health when using digital resources TC <p>SP are aware of their professional responsibility when working digitally. CC</p>	

DIGITAL-RELATED PROFESSIONAL COMPETENCE - SKILLS

PREVENTION AND INTERVENTION		<ul style="list-style-type: none"> ○ SP apply digital-related expertise in individual- and system-related preventive, counseling and therapeutic interventions in the digital environment with psychological problems, developmental, learning, behavioral and educational problems of children and adolescents, applicable to a wide range of problems and situations in the school context and the other environments in which children live (family and leisure time), especially in matters relating to school career choice, school readiness and special educational needs, learning problems, behavioral problems, personal difficulties, individual (educational) needs and special abilities and talents. TC ○ SP can develop and integrate new knowledge and problem solving skills digitally for psychological prevention and intervention where digital-related risks and threats arise.
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	ADVICE, SUPPORT, GUIDANCE (BUB), PROMOTION	<ul style="list-style-type: none"> ○ SP can support and promote the psychosocial well-being/safety and learning/teaching of their target groups/individuals using digital resources. ○ SP apply their digital-related expertise to promote learning and achievement, psychosocial health, responsible (online) behavior, school and career counseling for students TC
	CRISIS INTERVENTION	<ul style="list-style-type: none"> ○ SP apply their digital-related expertise in psychological crisis intervention in school and family contexts TC. ○ SP can creatively develop and integrate new knowledge and problem solving skills for digital-related psychological crisis intervention, and crisis intervention for digital-related risks and threats MK
	TREATMENT/ THERAPY	<ul style="list-style-type: none"> ○ SP apply their digital-related expertise in individual- and system-based digital-related psychological treatment and therapy (e-mental health) for mental, developmental, learning, behavioral, and educational problems of target groups/individuals, applicable to a variety of problems and situations in the school context and children's other life situations (family and leisure), especially learning problems, behavioral problems, and personal difficulties. TC ○ SP can creatively develop and integrate new knowledge and problem solving skills digitally in psychological treatment and therapy of target groups/individuals and for treatment/therapy for digital-related risks and threats to healthy development of their target groups/individuals MK
	PSYCHOEDUCATION, TRAINING, PUBLIC WORKING	<ul style="list-style-type: none"> ○ SP apply their digital-related expertise in psychoeducation, training and outreach. TC <p>SP are able to creatively develop, implement, and evaluate digital-related concepts in response to common issues in school psychology (e.g., bullying issues, school absenteeism, behavioral disorders, inclusion debate, etc.) in various digital-related formats.</p> <ul style="list-style-type: none"> ○ To inform relevant target groups and the public, eg. in the form of PowerPoint presentations at parents' evenings on the prevention of cyberbullying. ○ for psychoeducation and training programs for relevant target groups/individuals, e.g. apps for career counseling of secondary school students. ○ for further training of relevant target groups/individuals, e.g. YouTube videos explaining stress management at work for educational professionals. MK <p>SP design, implement and evaluate digital teaching and learning methods of psychoeducation.</p>

		<ul style="list-style-type: none"> ○ SP can develop, integrate and apply new knowledge and problem-solve digitally in psychoeducation, training and public relations (new knowledge, new products and processes).
DIAGNOSTICS, EVALUATION	EXAMINATION, DIAGNOSIS	<ul style="list-style-type: none"> ○ SP apply their digital-related expertise in individual- and system-based digital examination and diagnostics. ○ SP can develop and integrate new knowledge and new solutions for digital-related school psychological examination and diagnostics MK. ○ SP diagnose online student behaviors which are precursors to hindered healthy development (e.g., conduct disorders, addictive behaviors, drugs and alcohol abuse...).
	TESTING	<ul style="list-style-type: none"> ○ SP can critically analyze, evaluate and select central digital school psychological tests and diagnostic procedures for performance and personality diagnostics, as well as for selected focal points, e.g. career orientation IDC.
	ASSESSMENT, EXPERT OPINION, REPORT	<ul style="list-style-type: none"> ○ SP apply their digital-related expertise in digital-related school psychology assessment, appraisal and reporting TC. ○ SP can develop and integrate new knowledge and problem solving digitally for digital-related school psychology screening and diagnosis MK.
	EVALUATION, MONITORING	<ul style="list-style-type: none"> ○ SP apply their digital-related expertise in digital-related evaluation and monitoring TC. ○ SP can creatively develop and integrate new knowledge and problem solving digitally for digital-related school psychology evaluation and monitoring MK
	EVIDENCE-BASED PRACTICE	<ul style="list-style-type: none"> ○ SP can critically analyze digital publications of research studies relevant to school psychology and evaluate accuracy, quality, and relevance IDC ○ SP are committed to collaborating for scientific-technological development and professional practice. ○ SP apply their digital-related expertise in academic practice and participate in professionally relevant research on digital-related psychological prevention and intervention measures, programs and projects TC ○ SP can develop and integrate new knowledge and problem solving in EVIDENCE-BASED PRACTICE digitally MK. ○ SP can critically analyze and evaluate the quality of evidence of digital resources, especially health applications IDC ○ SP are able to classify current digital-related school psychological issues in scientific theories (e.g. self-regulation training in form of an app for children with ADHD) TC.

ADMINISTRATION, PROFESSIONAL DEVELOPMENT		<ul style="list-style-type: none"> ○ SP apply their digital-related expertise in digital-related school psychology administration TC. ○ SP can creatively develop and integrate new knowledge and problem solving digitally for digital-related school psychology administration MK ○ SP are able to digitally manage projects relevant to school psychology ○ SP can manage and administer digital data, information and documents (record keeping, annual reports of services, documentation of service, ...) in terms of content through organization (modification, refinement, improvement, categorization) and integration into one body of knowledge in a structured environment IDC
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<p>SP reflect, acquire, update and improve their professional digital and digital-related expertise through digital-related formal and informal learning TC</p> <p>SP can develop and integrate new school psychology knowledge and problem solving skills digitally MK.</p>
	PROFESSIONAL COLLABORATION/NE TWORKING	<ul style="list-style-type: none"> ○ SP participate in digital professional (disciplinary and interdisciplinary) collaboration with colleagues and relevant professionals, as well as professional organizations, universities, research institutions and professional organizations CC ○ SP can collectively develop, integrate and apply new knowledge and new problem solutions digitally MK ○ SP can collectively (digitally) identify, understand, and contribute to solving conceptual problems in digital environments relevant to school psychology practice CC ○ SP assist schools in identifying relevant digital information sources on school psychology topics IDC. ○ SP in collaboration with other professionals, provide online intervention programs to promote the psychosocial and digital well-being of their target groups/individuals TC.
	WORK ORIENTATION (INDIVIDUAL, OPERATIONAL)	<p>SP recognize and evaluate the importance of digital media, techniques and methods for school psychological fields of action IDC</p> <p>SP transfer their digital expertise to practical concepts (transferable skills) TC</p> <p>SP use digital resources in school psychology, school, out-of-school (child and adolescent psychiatry, educational and family counseling, psychosocial care, etc.) and vocational areas in a needs-based, inclusive manner according to their digital and digital-related expertise, and applicable laws and professional, ethical and legal standards TC.</p>

		<p>SP demonstrate a resource-oriented approach in their digital-related preventive, diagnostic, counseling and therapeutic practice that systematically promotes the existing self-help potential of their target groups/individuals and their environment</p> <p>SP critically reflect on digitization-related practices in school psychology and are able to identify and contribute to solving relevant conceptual problems in digital environments TC.</p> <p>SP can make and justify a reasoned decision when faced with moral/ethical dilemmas of digital-related functioning.</p>
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<h2 style="margin: 0;">DIGITAL METHODOLOGICAL COMPETENCE - SKILLS</h2>		
<p>PREVENTION AND INTERVENTION</p>		<ul style="list-style-type: none"> ○ SP can digitally research, find, access, navigate between, filter, organize, process, store, retrieve and forward relevant professional information to achieve set goals in counseling, prevention and intervention, e.g., collect and organize information by digitally consulting the personal environment of students IDC. ○ SP demonstrate a systematic approach to planning digital interventions: Developing an intervention plan that is suitable to achieve the set goals in an environment relevant to the service in demand. ○ SP apply digital school psychology consultation, intervention and prevention methods, techniques and programs; TC. ○ SP analyze the digital needs of their target groups/individuals: e.g. information gathering on the client's needs using appropriate methods; CC ○ SP develop, implement, apply and evaluate digitally related school psychology prevention and interventions appropriate to achieve professional goals and objectives. ○ SP develop, implement, apply and evaluate digital methods of psychological intervention with children and adolescents for developmental support and prevention of developmental, learning, performance and behavioral problems. ○ SP can modify, refine, improve, process and integrate school psychological data, information and content related to psychological prevention, counseling, guidance, support, health and learning support, screening, diagnosis, evaluation, and administration into the existing body of knowledge, as well as develop and digitally share or present innovatively in various digital formats ○ SP creatively use digital tools and technologies to individually and collaboratively identify, understand and solve conceptual problems and problem situations of psychological counseling, prevention and intervention in digital environments;

	<p>ADVICE, SUPPORT, GUIDANCE (BUB), PROMOTION</p>	<ul style="list-style-type: none"> ○ SP use digital resources to advise, support, guide and promote learning, achievement and psychosocial health of their target groups/individuals TC. ○ SP develop, implement, apply and evaluate digital interventions to promote the psychosocial health/safety and learning/teaching of responsible digital behaviors for their target audiences/individuals TC ○ SP use digital resources to individually and/or collectively identify, understand and solve conceptual problems and difficult situations in psychological counseling, guidance, support and facilitation in digital environments; TC
	<p>CRISIS INTERVENTION</p>	<ul style="list-style-type: none"> ○ SP use digital resources for school crisis intervention TC. ○ SP can digitally research, find, retrieve, navigate between, filter, organize, process, store, retrieve, forward relevant professional information to achieve set crisis intervention goals IDC. ○ SP develop, implement, apply, evaluate digital measures of school violence prevention and crisis intervention in school and family context TC ○ SP develop, implement, apply, evaluate measures to prevent digital risks, threats and violence in the digital environment. ○ SP develop, implement, apply, evaluate psychological and media pedagogical measures in school digital-related crisis situations (e.g., prevention program for cyberbullying in at-risk classes). ○ SP apply psychological measures related to digital communication in school crisis situations CC. ○ SP can modify, refine, enhance, process, and integrate school psychological crisis intervention data, information and content into the existing body of knowledge and develop innovative digital formats and digitally share or present these MK. ○ SP use digital resources to individually and collaboratively identify, understand and solve conceptual problems and problem situations of psychological crisis intervention in digital environments; TC
	<p>TREATMENT/THERAPY</p>	<ul style="list-style-type: none"> ○ SP develop, implement, apply and evaluate digital methods for psychological treatment and therapy with children and adolescents. ○ SP apply (digital-related) psychological methods and strategies to change dangerous online student behavior. ○ SP demonstrate a systematic approach to planning digital-related interventions: developing an intervention plan that is suitable for achieving set goals in an environment relevant to the service in demand.

		<ul style="list-style-type: none"> ○ SP can apply scientifically based working methods of clinical-psychological casework in childhood and adolescence and carry out their casework digitally. ○ SP can digitally research, find, access, navigate among, filter, organize, process, store, retrieve and transmit relevant professional information to achieve set goals in treatment/therapy IDC. ○ SP can modify, refine, enhance, process, and integrate school psychological data, information and content related to psychological treatment/therapy into the existing body of knowledge, and innovatively develop and digitally share/present in various digital formats. MK ○ SP use digital resources to individually and/or collaboratively identify, understand, and solve conceptual problems and problem situations of psychological treatment/therapy in digital environments; TC
	<p>PSYCHOEDUCATION, TRAINING, PUBLIC INFORMATION</p>	<ul style="list-style-type: none"> ○ SP use digital-related supervision techniques independently MEC ○ SP use digital resources for psychoeducation, in-service training, training of their target groups/individuals and to inform the public about issues relevant to school psychology. ○ SP identify, develop, implement and evaluate appropriate digital teaching and learning methods for psychoeducation and trainings TC ○ SP can modify, refine, enhance, process and integrate school psychology related data, information and content for psychological psychoeducation, training, continuing education, and outreach into the existing body of knowledge, as well as innovatively develop and digitally share or present in various digital presentation and learning formats. MEC ○ SP can digitally research, find, access, navigate among, filter, organize, process, store, retrieve and forward relevant professional information to achieve set goals in psychoeducation, continuing education and public relations IDC ○ SP use digital resources to individually and/or collaboratively identify, understand, and solve conceptual problems and problem situations in psychoeducation, continuing education and outreach in digital environments. TC
<p>DIAGNOSTICS, EVALUATION</p>	<p>DIAGNOSTICS</p>	<ul style="list-style-type: none"> ○ SP conduct digital needs assessments (e.g., support needs assessment) digitally: gathering information on client's needs using relevant methods to determine appropriate changes and proceedings; TC/CC. ○ SP use digital resources for examination/diagnostics ○ SP can apply digital resources in psychological investigations, especially relating to school career choice, school readiness and special educational needs, learning problems, behavioral problems, personal difficulties and crises, individual (educational) needs and special abilities and talents

		<ul style="list-style-type: none"> ○ SP can assess, compare, select, evaluate and carry out diagnostic psychological procedures, taking into account the advantages and limitations of their validity, e.g. intelligence and development diagnostics ; school, performance, personality and disorder diagnostics (most important tests, procedures, support and promotion approaches); ○ SP identify relevant characteristics of individuals, groups, organizations and situations using digital methods: conduct diagnostic tests using digital interviewing and observation of individuals/groups/organizations/situations in a setting relevant to the required performance; <p>SP can digitally research, find, access, navigate among, filter, organize, process, store, retrieve, forward relevant professional information to achieve set goals in psychological assessment/diagnostics IDC</p> <p>SP can modify, refine, enhance, process, and integrate school psychological data, information, and content for psychological screening, diagnosis, and evaluation into the existing body of knowledge, as well as innovatively develop and digitally share or present MK in various digital formats.</p> <p>SP creatively use digital resources to individually and/or collaboratively identify, understand, and solve conceptual problems and problem situations of psychological inquiry, diagnosis, and evaluation in digital environments; TC</p>
	TESTING	<ul style="list-style-type: none"> ○ SP can select, apply and evaluate central digital tests and diagnostic procedures for performance and personality diagnostics as well as for selected focal points
	ASSESSMENT, EXPERT OPINION, REPORTING	<ul style="list-style-type: none"> ○ SP use digital resources for assessment, appraisal, reporting TC. ○ SP can digitally create a psychodiagnostic findings report in a professional, self-organized manner based on their diagnostic knowledge MK ○ SP can digitally research, find, access, navigate among, filter, organize, process, store, retrieve, forward relevant professional information to produce psychological assessments, opinions and reports IDC ○ SP can digitally create, organize, store, process, retrieve, forward psychological assessments, appraisals and reports, especially for issues related to school career choice, school readiness and special educational needs, learning problems, behavioral problems, personal difficulties and crises, individual (educational) needs and special abilities and talents IDC
	EVALUATION, MONITORING	<ul style="list-style-type: none"> ○ SP use digital resources for evaluation and monitoring activities TC ○ SP consider the advantages and limitations of professional computer software, e.g., test scoring, interpretive and psychological report writing programs, behavior analysis programs. IDC

		<ul style="list-style-type: none"> ○ SP use digital resources to create, organize, store, retrieve, process and share school psychological evaluations (evaluation of diagnostic results, school-based learning and health promotion programs, services, appropriateness of an intervention in terms of compliance with the intervention plan and achievement of the set goals, evaluation of digital psychological prevention and intervention measures, programs, projects...). TC/IDC ○ SP collect, organize, store, process, retrieve, forward digital data, information, content relevant to school psychology for evaluations and monitoring activities IDC ○ SP evaluate their digital-related service in terms of benefits, client satisfaction, ease of use, cost, and other aspects relevant to the environment in which the service will be used. TC ○ SP can use computer-based quantitative methods of educational psychology for evaluation at all levels of the educational system (e.g., school, classroom, students) ○ SP digitally monitor therapeutic progress in children and adolescents ○ SP digitally accompany the behavior of their target groups/individuals to achieve the set goals ○ SP are committed to building and maintaining a digital system for quality assurance of professional practice ○ SP use digital resources to monitor prevention and intervention programs, developmental, psychosocial and learning & performance data of students and teachers (teacher health) TC
	<p>EVIDENCE-BASED PRACTICE</p>	<ul style="list-style-type: none"> ○ SP use digital resources in EVIDENCE-BASED PRACTICE ○ SP have overview of computerized quantitative methods in educational psychology. ○ SP work in an evidence-based manner, drawing on scientific knowledge and validation of methods, theories, and treatments; they critically analyze digital resources and evaluate evidence, especially for apps which promote psychosocial health ○ SP provide insights of their digital-related school psychology practice to inform research and advance professional practice. ○ SP can digitally research, find, access, navigate among, filter, organize, process, store, retrieve, forward relevant professional information to achieve set goals in psychological science practice IDC ○ SP can transfer practice-relevant questions on digital-related working methods into scientific research designs. ○ SP participate in practices dependent on digital systems

		<ul style="list-style-type: none"> ○ SP can plan, implement, carry out, present, discuss and evaluate their own research projects on digital-related working methods in a self-organized manner at an appropriate level, as well as critically interpret self-generated research results and assess their relevance to practice, demonstrating a systematic approach to conducting research activities: Formulating research questions, hypothesis formulation and testing, research strategies, quality (reliability, validity, replication); research designs (experimental, cross-sectional, longitudinal, case study, comparative, etc.); digital collection of research data (qualitative and quantitative), including experimental and digital methods, case study, interviews, questionnaires; computerized data analysis: analyze research data statistically. SP can analyze research data qualitatively, ethical issues, write digital research reports/articles with publication in relevant digital information sources TC. ○ SP creatively use digital resources to individually and/or collaboratively identify, understand and solve conceptual problems and problem situations related to academic school psychology practice in digital environments; TC
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<ul style="list-style-type: none"> ○ SP use technology-based design tools (e.g., word processing, database, spreadsheets, test scoring programs) for effective and efficient school psychology administration ○ SP use digital resources in an as-needed and inclusive manner in school psychology administration TC ○ SP can technically manage and administer digital data, information, documents, content (record keeping, annual reports of services, documentation of the service, ...) through organization (modification, refinement, improvement, categorization) and integration into one body of knowledge and processing in a structured environment IDC ○ SP can digitally research, find, access, navigate between, filter, interpret, organize, process, store, delete, retrieve, forward relevant professional data, information, content to achieve set goals in psychological examination/diagnosis IDC ○ SP use digital tools to create, organize, store, retrieve, process and disseminate texts, reports and expert opinions IDC ○ SP consider principles and understand the importance of professional accountability for confidentiality and digital record keeping CC. ○ SP can critically analyze, evaluate and select digital information relevant to school psychology for accuracy, quality and relevance IDC ○ SP integrate new knowledge through technical modification, refinement, improvement of digital data, information and content MK ○ SP can program, e.g., plan and develop a set of understandable instructions for a computer system to solve a given problem MK

		<ul style="list-style-type: none"> ○ SP can apply technical safeguards to prevent or address risks or threats to physical and mental well-being due to the use of digital technologies. ○ SP can protect devices such as desktop computers, laptops, cell phones, personal digital assistants, digital voice recorders ○ SP can solve technical problems from simple troubleshooting to solving complex problems TC. ○ SP use electronic resources to evaluate their own service and facilitate accountability ○ SP can access and handle a variety of digital resources IDC ○ SP use digital resources to facilitate the search for information (to simplify complexity) IDC. ○ SP can analyze and evaluate digital needs in their professional field and adapt professional activities accordingly CC ○ SP can research, find, filter, organize, process, store, delete, retrieve and forward digital data, information, content IDC ○ SP critically engage with, adapt to and use digital devices, APPS and services TC. ○ SP use computer based formal and informal assessment methods in accountability practices IDC. ○ SP have effective time management: planning and managing time in the digital space, between digital and analog space, between online and offline activities, between online work and free time TC. ○ SP can digitally document relevant data, information and content IDC ○ SP can obtain relevant data by designing, conducting, and analyzing digital interviews and surveys IDC. ○ SP use digital resources to access and manage data, information and content to improve the consultation process, e.g., use online calendars to schedule consultations. ○ SP use digital resources to individually and/or collaboratively identify, understand and solve conceptual problems and problem situations of school psychology administration in digital environments; TC
	<p>LIFELONG LEARNING, CONTINUED EDUCATION AND TRAINING</p>	<p>SP use digital resources (digital learning formats, academic blogs, explain videos, digital professional networks, distance learning, digital personal learning networks, communities of practice...),</p> <ul style="list-style-type: none"> ○ To update their knowledge of current school psychology topics and research findings. ○ to update their digital competence TC

	PROFESSIONAL COLLABORATION/ NETWORKING	<ul style="list-style-type: none"> ○ SP use digital resources for professional interaction and collaboration TC ○ SP can digitally research, find, access, navigate among, filter, interpret, organize, process, store, retrieve, forward professional information to achieve set goals in their own digital literacy and knowledge acquisition IDC
	WORK ORIENTATION (INDIVIDUAL, OPERATIONAL)	<ul style="list-style-type: none"> ○ SP are able to identify, create and derive meaningful information from digital data and content: IDC ○ search, browse, and filter digital data, information, content IDC <ul style="list-style-type: none"> - access and use relevant professional information sources and technologies to ensure or improve the quality of their services. IDC ○ SP can protect privacy (their own or of target groups/individuals) and personal/employer data, info and content in digital environments in their professional practice TC. ○ SP can technically adapt the professional digital environment to personal needs (their own and of target groups/individuals), e.g. barrier-free access, assistive technology application TC ○ SP take into account professional, ethics and legal standards in connection with access, storage and use of information. (e.g. DSGVO) in digital creation, organization, storage, retrieval, processing and dissemination of data, texts, reports, expert opinions and assessments TC

DIGITAL-RELATED SOCIAL COMPETENCE - SKILLS		
PREVENTION AND INTERVENTION		<ul style="list-style-type: none"> ○ SP interact and communicate digitally with colleagues, target groups/individuals and professional relevant partners for prevention, intervention, diagnostics and evaluation to achieve professional goals.
	ADVICE, SUPPORT, GUIDANCE (BUB), PROMOTION	<ul style="list-style-type: none"> ○ SP perform psychological counseling, support, guidance, promotion with the help of digital resources in the intercultural context and migration area for their target groups/person (individual, group, system counseling) in accordance with applicable legal and professional standards. <p>SP promote professional goals with digital resources, such as</p> <ul style="list-style-type: none"> ○ the well-being, psychosocial behavior, and learning and performance of students. ○ teacher health ○ the educational competence of target groups/individuals (parents, teachers..) <p>SP promote the psychosocial and digital well-being of their target groups/individuals through prevention, intervention and protection measures for health risks and threats due to the use of digital resources TCs.</p>

		<p>SP can empower their target groups/individuals (especially students) to use digital technologies to improve:</p> <ul style="list-style-type: none"> ○ health, physical, mental and social well-being ○ academic success. ○ the promotion of digital self-directed learning TC <p>SP use digital resources individually and collectively to generate knowledge for psychological intervention/treatment and innovate processes and products;</p>
	<p>CRISIS INTERVENTION</p>	<ul style="list-style-type: none"> ○ SP are competent to conduct digital mediation/counseling where tensions between pupils, parents, teachers and/or school authorities arise. ○ SP work with school staff, family and community personnel to develop, select, implement and evaluate digital programs that help prevent violence and solve psychosocial problems in crisis situations (bereavement, natural disasters, bombings, pandemics). ○ SP use digital resources individually and collectively to generate knowledge for psychological crisis intervention and innovate processes and products;
	<p>TREATMENT/ THERAPY</p>	<ul style="list-style-type: none"> ○ SP who can provide digital psychological treatments /therapies offer these services to their target audience/person ○ SP use digital resources individually and collectively to generate knowledge for psychological treatment/therapy and innovate processes and products;
	<p>PSYCHOEDUCATION, TRAINING, PUBLIC INFORMATION</p>	<ul style="list-style-type: none"> ○ SP use digital resources in psychoeducation, continuing and public education. ○ SP communicate and interact digitally with professional, relevant partners in psychoeducation in a needs-based and inclusive manner, e.g., to develop, evaluate, plan and make decisions about processes at the individual, group and system level, and to build professionally relevant networks. ○ SP digitally inform clients in a manner that meets client needs and expectations. ○ SP can creatively develop and present school psychology topics in various digital-related formats (selecting appropriate digital resources, using common application software, creating, designing and presenting data, information, content in various formats as well as disseminating content through various digital media): ○ to inform relevant target groups and the public, in the form of PowerPoint presentations at informative parents' evenings on the prevention of cyberbullying. ○ for psychoeducation and training programs for relevant target groups/individuals, e.g. apps for career counseling for secondary school students ○ for further training of relevant target groups/individuals, e.g. YouTube videos explaining stress management at work for educational professionals MK ○ SP conduct digital information and training measures on topics relevant to school psychology, e.g., qualification measures for counseling teachers

		<ul style="list-style-type: none"> ○ SP inform the public digitally about relevant school psychology topics in a needs-based and inclusive manner, e.g., through audiovisual presentations ○ SP have digital teaching skills for digital training offers and further education of their target audience/individuals (pedagogical staff, parents, pupils) ○ SP apply digital supervision techniques independently ○ SP teach multimedia learning techniques/methods ○ SP can enable their target groups/individuals (especially students) to deal with the risks of the digital environment and to use digital technologies safely and responsibly. ○ SP use digital resources individually and collectively to generate knowledge for psychological psychoeducation, training and outreach as well as to innovate processes and products; MK
DIAGNOSTICS, EVALUATION	DIAGNOSTICS	<ul style="list-style-type: none"> ○ SP communicate and interact digitally with their target groups/individuals in psychological examinations and (test) diagnostic procedures in a needs-oriented and inclusive manner. ○ SP can digitally help shape diagnosis, goal clarification and change processes in the context of schools. ○ SP communicate diagnostic results digitally in a needs-oriented manner. ○ SP use digital resources individually and collectively to generate knowledge for psychological inquiry, diagnosis and evaluation as well as to innovate processes and products; MK
	TESTING	
	ASSESSMENT, EXPERT OPINION, REPORTING	<ul style="list-style-type: none"> ○ SP can generate reports verbally and in writing through audiovisual means to inform clients digitally about the results of evaluations, service/product developments and interventions (provide feedback, clarify referral issues, present guidelines for interventions). ○ SP forward digital reports, expert opinions and assessments appropriately, taking into account the requirements of the receiver (age, gender, culture, impairment) and legal/ethical regulations.
	EVALUATION, MONITORING	<ul style="list-style-type: none"> ○ SP communicate and interact digitally with their target groups/individuals in a needs-based and inclusive manner during psychological evaluations and monitoring activities.
	EVIDENCE-BASED PRACTICE	<ul style="list-style-type: none"> ○ SP can present feedback from their research verbally and in writing through digital tools in a scientifically correct and comprehensible manner CC ○ SP are able to digitally communicate the current state of research and application of school psychology knowledge to professional representatives and laypersons as needed. Their

		<p>conclusions, the information and rationale underlying them are outlined in a clear, evidence-based and unambiguous manner, to digitally exchange information, ideas, problems and solutions with professional representatives and laypersons CC</p>
<p>ADMINISTRATION, PROFESSIONAL DEVELOPMENT</p>	<p>ADMINISTRATION</p>	<ul style="list-style-type: none"> ○ SP use digital resources in school psychology administration for needs-based and inclusive digital communication/interaction with their target groups/individuals and relevant service partners. ○ SP can manage their digital-related practice by designing and managing their school psychology practice whether as a small business or as part of a larger private/public organization, including the management of finances, human resource, operations and staff IDC ○ SP find, analyze, interpret, evaluate, store, organize, process, delete, retrieve and forward reputable school psychological data, information and content through digital audio and/or written communication for target audiences/partners and relevant service partners IDC ○ SP use digital tools to create, organize, store, retrieve, process and disseminate messages, texts, reports and expert opinions in written communication with their target audiences/partners and relevant service partners IDC ○ SP use electronic client files. ○ SP make use of digital resources in online confidential communication and interaction, taking into account legal and service-related data protection laws. ○ SP can manage their own/employer digital identity and protect these, set up one or more digital identities and can handle data generated in different tools, environments and services. CC ○ SP design digital information and messages in different digital formats/media and share these through different digital channels MK. ○ SP use digital resources individually and collectively to generate knowledge about school psychology administration and innovate processes and products; MK
	<p>LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING</p>	<ul style="list-style-type: none"> ○ SP acquire professional digital competence through experience in digital collegial inter-/supervision and consultation as well as in digital continuing education/training, in digital scientific blogs/professional networks/communities, and in interactive digital learning formats (e.g., webinars) CC ○ SP support colleagues in developing digital literacy (helpfulness) CC
	<p>PROFESSIONAL COLLABORATION/NETWORKING</p>	<ul style="list-style-type: none"> ○ SP are client-centered when communicating and interacting digitally: Current or potential clients are made aware of existing or new digital services. Clients are contacted and service offers are made CC

		<ul style="list-style-type: none"> ○ SP use various digital communication modes to inclusively communicate and interact with diverse audiences on school psychology topics ○ https://cites.cast.org/teaching/develop-technology-competencies ○ SP use digital resources to improve communication and interaction with pupils (communication and interaction, client orientation) CC ○ SP work digitally with relevant mental health care recipients to achieve their professional goals in prevention, intervention, diagnosis, evaluation, and administration. ○ SP consider norms of behavior in digital communication and interaction (netiquette) CC ○ SP engage socially by means of digital technologies, e.g. by promoting the implementation of children's rights in the digital space: ○ SP communicate and interact digitally in an inclusive and needs-based manner, e.g. in networks/communities of practice ○ SP engage through digital participation in professionally relevant networks ○ SP work digitally multi-professionally and interdisciplinarily, e.g. with pediatricians, teaching staff, pedagogical support staff, psychosocial institutions and health services CC ○ SP can work digitally in a team and take on important roles within these CC ○ SP promote digital collaboration within schools and with other institutions whose assistance may be relevant, e.g. support in the establishment of internal school networks against violence and promotion of cooperation CC ○ SP establish and maintain digital relationships with other professionals and relevant organizations, e.g., through networking; resource management; relationships with (potential) clients, monitor client needs and satisfaction, identify opportunities to expand professional digital-related activity. CC ○ SP are able to shape relationships in the digital space and motivate in digital interactions with their audiences/individuals CC ○ SP have appropriate rapport with clients and others in the digital space of professional practice CC ○ SP can interpret intentions of people in digital interaction and communication CC ○ SP deal constructively with differences of opinion with colleagues regarding digital-related ways of working (ability to resolve conflicts, ability to integrate) CC ○ SP share public digital services by using the digital services of relevant institutions professionally or by offering their own services publicly through digital means CC ○ SP share school psychology data, info and content with relevant parties using digital resources, taking into account applicable legal and professional
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		<p>standards and referencing/acknowledgement practices CC</p> <ul style="list-style-type: none"> ○ SP use digital resources for processes of collaboration, co-construction and co-creation of data, information, content and knowledge; CC ○ SP use digital tools for professional networking in psychological counseling, guidance, health and learning support, examination, diagnosis, evaluation and administration to achieve professional goals CC ○ SP adapt digital communication strategies to the specific target audience CC ○ SP respect copyright and licenses when using digital data, information and content
	<p>WORK ORIENTATION (INDIVIDUAL, OPERATIONAL)</p>	<ul style="list-style-type: none"> ○ SP interact (inform, advise, accompany, support, promote, collaborate, intervene, diagnose, evaluate, exchange) and communicate verbally and in writing through digital means with their target groups/individuals, colleagues and relevant partners (colleagues, other professionals, etc) CC ○ SP engage digitally in professional associations CC ○ SP access, evaluate, and use digital information from a variety of reputable psychological professional sources to ensure or improve the quality of school psychological services IDC ○ SP help shape the organizational framework to promote digital literacy in school psychology practice: ○ SP contribute to the development of a digital-centric way of working for their team ○ SP take into account the diversity of their team for digital-related ways of working ○ SP support the development, implementation and evaluation of service agency, community and school policies/practices which promote the provision of online educational/psychological services to school psychology audiences/individuals and school psychology objectives ○ SP contribute to the digitization strategy for their own service (organizational development) and use digital technologies specifically for the analysis of their own service(s) TC ○ SP work in a client-centered manner in digital communication and interaction by: <ul style="list-style-type: none"> ○ make current or potential clients aware of current/new digital services, contact clients, make digital offers. ○ Consider the influence of gender, culture, social status, impairment in favor of needs-based, non-discriminatory, inclusive verbal and written digital communication and interaction (cultural competence). ○ communicate and interact digitally in a second language where appropriate (cultural competence) CC

		<ul style="list-style-type: none"> ○ SP can protect personal/employer data and the privacy of receivers as well as their own in digital environments TC. ○ SP have socio-technical competence (cooperation between human and machine), e.g. chatbots in conversations for young people.
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DIGITAL-RELATED PERSONAL-COMPETENCE - SKILLS		
PREVENTION AND INTERVENTION	ADVICE, SUPPORT, GUIDANCE (BUB), PROMOTION	<ul style="list-style-type: none"> ○ SP adapt their digital way of working to the professional requirements and needs of their target groups/individuals
	CRISIS INTERVENTION	
	TREATMENT/ HERAPY	
	PSYCHOEDUCATION, TRAINING	
DIAGNOSTICS, EVALUATION	DIAGNOSTICS	
	TESTING	
	ASSESSMENT, EXPERT OPINION, REPORTING	
	EVALUATION, MONITORING	
	EVIDENCE-BASED PRACTICE	
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<ul style="list-style-type: none"> ○ SP can customize digital resources to personal needs MK
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○ SP continue to update and develop digital literacy in line with changes in the field and standard requirements of the psychological profession as well as national and European regulations (e.g. EFPA- regulations on EuroPsy). TC ○ SP get certified or licensed for online practice. ○ SP keep abreast of the latest digital developments such as data use and management TC. ○ SP participate in digital networks/communities for competence acquisition TC ○ SP reflect on their digital usage behavior TC
	PROFESSIONAL COLLABORATION/NET WORKING	<ul style="list-style-type: none"> ○ SP can express themselves and communicate to others using digital resources
	WORK ORIENTATION (INDIVIDUAL, OPERATIONAL)	<ul style="list-style-type: none"> ○ SP have metacognitive skills (abstract thinking, analysis and synthesis skills, holistic thinking) to define the digital-related service, the purpose of the service, identify relevant stakeholders,

		<p>analyze requirements and constraints, create specifications of service taking into account the environment in which the service is used TC.</p> <ul style="list-style-type: none"> ○ SP can apply their knowledge, understanding and problem-solving skills in new and unfamiliar, professional digital-related situations. ○ SP are able to make informed and reasoned decisions when faced with incomplete or limited information and deal with uncertainty in the digital space. ○ SP are able to deal with complexity using digital resources. ○ SP are able to independently acquire new digital knowledge and skills, and to work in a largely self-directed and/or autonomous digital-related manner. ○ SP are able to self-critically reflect on their digitally related working methods and competence: SP are aware of their own know-how when using digital technologies; TC ○ SP are able to generate new ideas in their professional digital-related practice (creativity) MK ○ SP are able to take initiative for digital-related ways of working (entrepreneurial spirit) ○ SP take professional responsibility with determination and perseverance in assigned tasks of digital transformation TC ○ SP can self-organize in digital-related professional practice: set goals, prioritize, assess resource needs; plan activities; organize and execute activities; monitor own progress and performance TC ○ SP have professional resilience, e.g. coping with professional changes due to digital transformation TC ○ SP pay attention to their own digital well-being and digital security: TC ○ SP can protect their own health in digital-related work TC ○ SP apply a professional code of ethics to digital work TC ○ SP practice ethical, legal and socially responsible behavior when using digital resources CC. ○ SP can protect their digital reputation CC ○ SP can express themselves using digital resources CC
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DIGITAL-RELATED PROFESSIONAL COMPETENCE - ATTITUDES

PREVENTION AND INTERVENTION	ADVICE, SUPPORT, GUIDANCE (BUB), PROMOTION	<ul style="list-style-type: none"> ○ SP are willing to reflect on their professional role in advising, supporting, guiding and promoting in the digital space
	CRISIS INTERVENTION	<ul style="list-style-type: none"> ○ SP reflect on their professional role in digital-related crisis intervention
	TREATMENT/THERAPY	<ul style="list-style-type: none"> ○ SP reflect on their professional role in digital treatment/therapy
	PSYCHOEDUCATION , TRAINING	<ul style="list-style-type: none"> ○ SP reflect on their professional role in digital-related psychoeducation, continuing education, training and digital information events for the public or relevant target groups/individuals
DIAGNOSTICS, EVALUATION	DIAGNOSTICS TESTING	<ul style="list-style-type: none"> ○ SP reflect on their professional role in digital-related diagnostic activities
	ASSESSMENT, EXPERT OPINION, REPORT	<ul style="list-style-type: none"> ○ SP reflect on their professional role in writing digital reports and expert opinions (disclosure of data, information and content; data protection, confidentiality, protection of privacy).
	EVALUATION, MONITORING	<ul style="list-style-type: none"> ○ SP reflect on their professional role in the context of digital evaluations and monitoring activities.
	EVIDENCE-BASED PRACTICE	<ul style="list-style-type: none"> ○ SP reflect on their professional role in the context of digital-related research activities. ○ SP advocate the collaboration between scientific-technological development and professional practice
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<ul style="list-style-type: none"> ○ SP reflect on their professional role in the management of digital data and documents e.g. in relation to exchange of data, information and content (data protection, confidentiality, protection of privacy, patients' rights). ○ SP reflect on their professional role in the management of digital projects ○ SP reflect on their professional role in time management in the digital space
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○ SP are willing to undergo further and continuing professional digital training and to keep their professional digital competence up to date
	PROFESSIONAL COLLABORATION/NETWORKING	<ul style="list-style-type: none"> ○ SP reflect on their professional role in collegial, multiprofessional and interdisciplinary digital collaboration
	WORK ORIENTATION (INDIVIDUAL, OPERATING)	<ul style="list-style-type: none"> ○ Normative-ethical setting: <ul style="list-style-type: none"> - SP are prepared to act digitally on the basis of legal (e.g. service law, school laws, psychologists/psychotherapists law, DSGVO,...), professional (e.g. mission statement (self-image) of school psychology) and professional ethics standards (e.g. EFPA Ethical Meta-Code); - SP are willing to work professionally on the basis of the UN - Convention on the Rights of the Child, especially with well-being (protection/safety) as a guiding principle when working with children and adolescents. - SP critically reflect on professional ethical principles of digital-related school psychology work. ○ SP take responsibility for protecting personal and collective psychosocial health and safety from inaccurate and potentially dangerous health information about products (e.g., health caps) and services on the internet. TC

		<ul style="list-style-type: none"> ○ SP are willing to critically reflect on the role as SP (clarification of mandate, different mandates, the system of psychosocial care in the field of children and adolescents, child welfare, child protection and children's rights, data protection, confidentiality and dealing with reports based on empirical, evaluated work) in the digital space. ○ SP value digital subject matter expertise and a knowledge-based, evidence-informed digital-related way of working ○ SP are ready to represent a digital professional authority ○ SP are aware of the impact of the use of digital resources on society. ○ SP are aware of the environmental impact of using digital resources.
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DIGITAL-RELATED METHODOLOGICAL COMPETENCE - ATTITUDES		
PREVENTION AND INTERVENTION	ADVICE, SUPPORT, GUIDANCE (BUB), PROMOTION	<ul style="list-style-type: none"> ○ SP take a resource-oriented approach by systematically promoting the existing self-help potential among those affected and their environment in the preventive, diagnostic, counseling and therapeutic handling of psychological problems of children and adolescents. These can be applied to a wide range of problems and situations in the school context and the other life situations of children and adolescents (family and leisure time).
	CRISIS INTERVENTION	
	TREATMENT/ THERAPY	
	PSYCHOEDUCATION, TRAINING	
DIAGNOSTICS, EVALUATION	DIAGNOSTICS	
	TESTING	
	ASSESSMENT, EXPERT OPINION, REPORTING	
	EVALUATION, MONITORING	
	EVIDENCE-BASED PRACTICE	<ul style="list-style-type: none"> ○ SP take research ethics principles into account in their digital-related practice.

ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<ul style="list-style-type: none"> ○ SP take into account the reliability of digital devices, tools and data protection.
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○
	PROFESSIONAL COLLABORATION/ NETWORKING	<ul style="list-style-type: none"> ○ SP value diverse digital methods of professional collaboration.
	WORK ORIENTATION (INDIVIDUAL, OPERATIONS)	<ul style="list-style-type: none"> ○ SP value specialist digital methodological skills and a knowledge-oriented, evidence-based and factual digital way of working. ○ SP value a resource-oriented approach in digital-related work in order to systematically promote the existing self-help potential in the target groups/individuals and their environment. ○ SP appreciate a systematic-methodical, goal-oriented digital-related way of working. ○ SP value analytical skills, judgment and awareness of risks and consequences in digital-related work practices. ○ SP act in a goal-oriented manner: propose and negotiate goals with clients, set acceptable and feasible goals, and establish criteria for evaluating goal achievement at a later date. ○ SP are innovative/creative and develop new services or products based on psychological theories and methods to be used by clients or psychologists; develop new interventions, products and services that potentially meet current or future client needs and generate new forms of professional activity or business; introduce services or products and promote their proper use by clients or other psychologists. ○ SP have an interest in problem solving: designing and adapting digital services according to requirements, taking into account the environment in which the service will be used.

DIGITAL-RELATED SOCIAL COMPETENCE - ATTITUDES		
PREVENTION AND INTERVENTION	ADVICE, SUPPORT, GUIDANCE (BUB), PROMOTION	<ul style="list-style-type: none"> ○ SP are prepared to help their target groups/individuals solve psychosocial problems in a goal-oriented manner through preventive, advisory, guided, supportive and promoting digital-related activities. ○ SP show understanding for the situation of their target groups/individuals in the digital space.

	CRISIS INTERVENTION	<ul style="list-style-type: none"> ○ SP are prepared to advise, accompany, support and promote their target groups/individuals through digital intervention in school crisis situations.
	TREATMENT/ THERAPY	<ul style="list-style-type: none"> ○ SP are prepared to treat their target groups/individuals digitally in a goal-oriented manner
	PSYCHOEDUCATION, TRAINING	<ul style="list-style-type: none"> ○ SP are prepared to inform, advise, accompany, support and/or promote their target groups/individuals in psychoeducation, training programs, advanced training and information events in a goal-oriented digital manner.
DIAGNOSTICS, EVALUATION	DIAGNOSTICS TESTING	<ul style="list-style-type: none"> ○ SP are prepared to inform, advise, accompany, support and/or promote their target groups/individuals digitally based on diagnostic activities. ○ SP are ready to conduct a diagnostics/examination digitally with their target groups/individuals.
	ASSESSMENT, EXPERT OPINION, REPORTING	<ul style="list-style-type: none"> ○ SP are prepared to digitally inform and support their target groups/individuals through expert opinions and/or reports in a goal-oriented manner.
	EVALUATION, MONITORING	<ul style="list-style-type: none"> ○ SP are ready to inform, advise, and support their target groups/individuals digitally in a goal-oriented manner after evaluation and monitoring. ○ SP are willing to conduct digital evaluation/monitoring among their target groups/individuals.
	EVIDENCE-BASED PRACTICE	<ul style="list-style-type: none"> ○ SP are willing to engage in professional digital communication, interaction, and collaboration in the context of research activities relevant to school psychology. ○ SP are committed to the collaboration and synergy of scientific-technological development and digital-related professional practice.
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<ul style="list-style-type: none"> ○ SP are ready to communicate, interact and collaborate digitally with professionally relevant partners and target groups/individuals using administrative procedures. ○ SP are prepared to reflect on their professional role when dealing with digital reports (data protection, duty of confidentiality).
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○ SP are willing to engage in digital training and development in collaboration with others (e.g. collegial inter-/supervision).
	PROFESSIONAL COLLABORATION/ NETWORKING	<ul style="list-style-type: none"> ○ SP are willing to collaborate/interact digitally with relevant target groups/ individuals and partners in a respectful and inclusive way. ○ SP are willing to engage digitally on issues relevant to school psychology. ○ SP are willing to digitally collaborate/intrust with professionally relevant organizations (e. g., advocate for professional collaboration with mental health care organizations and institutions).

		<ul style="list-style-type: none"> ○ SP adapt digital resources according to the needs of users. ○ SP respect behavioral norms (netiquette) when communicating and interacting in digital spaces. ○ SP value multi-professional and interdisciplinary digital collaboration. ○ SP value active digital participation in professional associations or professionally relevant networks. ○ SP are willing to support others in their digital literacy development (helpfulness). CC
	<p>WORK ORIENTATION (INDIVIDUAL, OPERATIONAL)</p>	<ul style="list-style-type: none"> ○ SP are prepared to interact and communicate digitally with relevant target groups/individuals and partners in a professionally respectful and inclusive manner; ○ SP are aware of cultural and age diversity in digital spaces; ○ SP are willing to work digitally in a dutiful, conscientious and credible manner ○ SP strive for professional integrity in digital-related work ○ SP are willing to experiment with new digital-related tasks in their field of activity ○ SP are ready to meet their professional target groups/individuals with understanding and provide them with assistance in the digital space. ○ SP are willing to adapt their professional activities to the digital needs of their target groups/individuals (client orientation). ○ SP take into account the influence of age, gender, culture, environment, impairment and aspects of non-discrimination and inclusion in digital school psychological services, and interact/communicate accordingly. ○ SP are willing to reflect on their role for child welfare, child protection and children’s rights in the digital space. ○ SP respect and comply with copyright and licensing laws to access and use information from various technologies including books, tests and software. ○ SP are aware of the problem of the digital divide, where technology is often more accessible to those with greater economic resources. ○ SP are aware of the possibility of adapting digital resources to the needs of the users.

DIGITAL-RELATED PERSONAL-COMPETENCE - ATTITUDES

PREVENTION AND INTERVENTION	ADVICE, SUPPORT, GUIDANCE (BUB), PROMOTION	
	CRISIS INTERVENTION	
	TREATMENT/ THERAPY	
	PSYCHOEDUCATION, TRAINING	
DIAGNOSTICS, EVALUATION	DIAGNOSTICS	
	TESTING	
	ASSESSMENT, EXPERT OPINION, REPORTING	
	EVALUATION, MONITORING	
	EVIDENCE-BASED PRACTICE	
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○ SPs are willing to undergo lifelong professional training and development, whether formal or informal in order to update their digital competence ○ SP are prepared to independently acquire new digitally related professional knowledge and skills, and to work digitally in a largely self-directed and/or autonomous manner.
	PROFESSIONAL COLLABORATION/ NETWORKING	<ul style="list-style-type: none"> ○ SP are willing to work respectfully and inclusively with relevant target groups/individuals and partners in the digital space. ○ SP are willing to build and maintain personal digital networks to ensure the quality of services.
	WORK ORIENTATION (INDIVIDUAL/ OPERATIONAL)	<ul style="list-style-type: none"> ○ SP are prepared to critically reflect on their professional digital working methods. ○ SP are willing to apply their digital literacy to problem solving in new and unfamiliar situations that have a broader or multidisciplinary connection to their profession (problem solving skills, willingness to engage). ○ SP make scientifically sound and reasoned decisions in a digital context, even when faced with incomplete or limited information, and to deal with uncertainty (willingness to design, willingness to execute). ○ SP are prepared to integrate digitally acquired knowledge and deal with complexity.

		<ul style="list-style-type: none"> ○ SP are prepared to work digitally in a largely self-directed and/or autonomous manner. ○ SP are willing to be self-critical, e. g. critically reflect on their own digital literacy and ethical stance in the context of their digital-related professional work practices and consider societal, scientific and ethical insights arising from the digital application of their knowledge and from their decisions. ○ SP are willing to generate new digital-related ideas in their professional practice (creativity, innovativeness). ○ SP are willing to take initiative when working digitally (entrepreneurial spirit, agile mindset). ○ SP are willing to take professional responsibility for a digital-related way of working with determination, perseverance, discipline and reliability. ○ SP are willing to be self-organized in their digital-related work practices: Setting goals, prioritizing, assessing needed resources; planning activities; organizing activities; monitoring own progress and performance; willingness to work independently. ○ SP are open to change through digital transformation and are ready to deal with professional changes (willingness to adapt). ○ SP are interested in taking care of their own digital well-being in the workplace.
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*Some 'boxes' remained empty because no corresponding entries could be found in the existing competence profiles for SP.