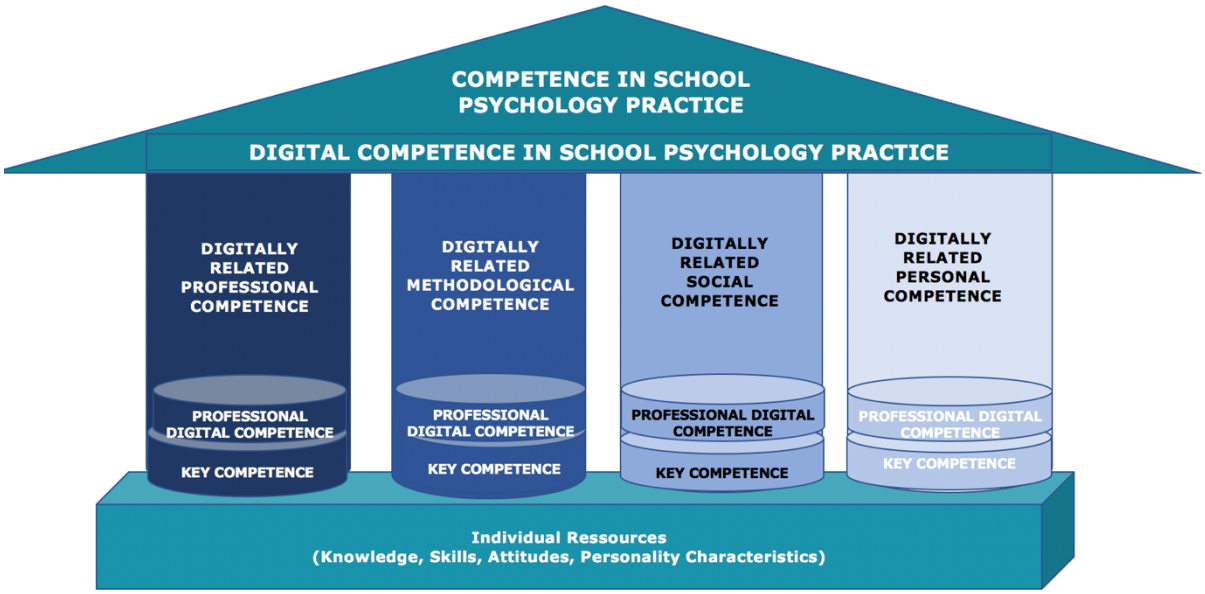
APPENDIX 14 STEPS TO DEVELOP A DIGITAL COMPETENCE FRAMEWORK FOR SCHOOL PSYCHOLOGY PRACTICE

1. **THE CLASSIFICATION OF DIGITAL COMPETENCE CLASSES IN PMSP AND KAS** was theory and consensus–based. The competence model of ROE (2002) in the form of an architectural model and the model of HENSGE, LORIG & SCHREIBER (2009) were chosen as template for the DiCoSP - competence framework.



PROFESSIONAL WORKFIELD		DIGITAL COMPETENCE											
		PROFESSIONAL COMPETENCE Data and Information-, Communication-, Media-, Technological Competence Key Competences			METHODOLOGICAL COMPETENCE Data and Information-, Communication-, Media-, Technological Competence Key Competences			SOCIAL COMPETENCE Data and Information-, Communication-, Media-, Technological Competence Key Competences			PERSONAL COMPETENCE Data and Information-, Communication-, Media-, Technological Competence Key Competences		
		Knowledge	Skills	Attitude	Knowledge	Skills	Attitude	Knowledge	Skills	Attitude	Knowledge	Skills	Attitude
PREVENTION AND INTERVENTION	COUNSELING,SUPPORT, GUIDANCE, PROMOTION												
	PSYCHOEDUCATION, TRAINING , PUBLIC INFORMATION												
	TREATMENT/ THERAPY												
	CRISIS INTERVENTION												
ASSESSMENT, EVALUATION	ASSESSMENTS												
	TESTING												
	DECISION MAKING, REPORTING												
	EVALUATION, MONITORING												
	SCIENTIFIC PRACTICE												
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION												
	LIFELONG LEARNING, CONTINUED PROF DEVELOPMENT												
	PROFESSIONAL COLLABORATION/ NETWORKING												
	WORK ORIENTATION (INDIVIDUAL ORGANIZATIONAL)												

MATRIX OF DIGITAL COMPETENCE IN SCHOOLPSYCHOLOGICAL PRACTICE

2. MATCHING SP'S PROFESSIONAL PROFILES AND SCHOOL PSYCHOLOGICAL WORK FIELDS

WORK FIELD	ACTIVITIES	
PREVENTION AND INTERVENTION	**PREVENTION** ADVICE, SUPPORT, ACCOMPANIMENT LEARNING AND HEALTH PROMOTION PSYCHOEDUCATION/TRAINING/CONTINUING EDUCATION INFORMATION TO THE PUBLIC	**INTERVENTION** TREATMENT/THERAPY CRISIS INTERVENTION
ASSESSMENTS AND EVALUATION	INVESTIGATION, ASSESSMENT TESTING REPORTING AND REPLACEMENT APPRAISER/EXPERT ACTIVITY/ASSESSMENT EVALUATION (individual, system-related) SCIENTIFIC PRACTICE	
ADMINISTRATION AND PROFESSIONAL DEVELOPMENT	ADMINISTRATION (e.g. record keeping, history documentation, case documentation, report writing, test evaluation, data management, appointment setting, communication with target groups/persons,...). COOPERATION AND NETWORKING (uni-, multiprofessional and interdisciplinary collaboration). LIFELONG LEARNING (continuing education, internship support) WORK ORIENTATION (individual, corporate): professional ethical orientation, professional commitment, organizational culture.	

2.1. COLLECTION OF PROFESSIONAL PROFILES OF SP IN AT, BE, CH, DE

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AUSTRIA AT: SOURCES OF INFORMATION ABOUT PROFESSIONAL PROFILES OF SP	
School psychology - tasks and structure 2019	https://www.bmbwf.gv.at/Themen/schule/beratung/psych/schulpsychologie_aust.html
Circular No.28/2018 Tasks and structure of school psychology and coordination of psychosocial support in the school system.	https://www.bmbwf.gv.at/Themen/schule/schulrecht/rs/2018_28.html
Ordinance of the Federal Minister of Education, Science and Culture on Basic Training for the Higher School Psychological Service (2021) StF: BGBl. II No. 233/2000	https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20000802 https://www.schulpsychologie.at/fileadmin/upload/schulpsychologie/ausbildungslehrgang.pdf
Grandy S., Bernold-Schrom D., et al. (2015) Research report Support Systems in, for and around School, Ludwig Boltzmann Institute, Vienna.	https://www.schulpsychologie.at/fileadmin/user_upload/Forschungsbericht-Unterstuetzungssysteme.pdf
School Psychology and Educational Guidance in Austria	https://www.schulpsychologie.at/56
Basic Decree on Health Education 1997	https://www.schulpsychologie.at/fileadmin/user_upload/Gesundheitserlass.pdf
Basic decree for student and educational guidance 2017	https://www.bmbwf.gv.at/Themen/schule/schulrecht/rs/1997-2017/2017_22.html
Consulting at and for schools	https://www.schulpsychologie.at/fileadmin/user_upload/EINLEITUNG_SteckbriefeBeratungsprofessionen.pdf
School Psychology Burgenland	https://www.bildung-bgld.gv.at/ueber-uns/abteilungen-referate/schulpsychologische-beratung/
School Psychology Carinthia	https://www.bildung-ktn.gv.at/service/Schulpsychologie-Kaernten.html

School Psychology Lower Austria	https://www.bildung-noe.gv.at/Schule-und-Unterricht/Schulpsychologie0.html
School Psychology Upper Austria	https://www.lsr-ooe.gv.at/schulpsychologie-schulaerztlicher-dienst/schulpsychologie/
School Psychology Salzburg	http://www.bildung-sbg.gv.at/service/schulpsychologie/
Handbook of school psychological work in Styria (2020)	https://www.bildung-stmk.gv.at/ueber-uns/abteilungen/praesidialbereich/praes-6.html
School Psychology Tyrol	https://bildung-tirol.gv.at/service/schulpsychologie; https://bildung-tirol.gv.at/sites/default/files/2020-12/schulpsy-folder_12-2020_Bildungsregionen.pdf
School Psychology Vorarlberg	https://www.bildung-vbg.gv.at/service/schulpsychologie.html
SP Vienna	https://www.bildung-wien.gv.at/service/Schulpsychologie.html
Statistics for the school year 2020/2021	https://www.schulpsychologie.at/fileadmin/upload/schulpsychologie/Schulpsychologie_2021.pdf

BELGIUM BE: SOURCES OF INFORMATION ABOUT THE PROFESSIONAL PROFILE OF SP	
Spilt, J. L., Wouters, S., Frenay, M., & Colpin, H. (2021). Psychologists at work in Belgium: A national study into the field of work of School and Educational Psychology. Leuven: KU Leuven	https://www.compsy.be/files/Research-Report_School-and-Educational-Psychology_Spilt-et-al-2021.pdf
Luyten, P., & Jeannin, R. (2021). The profile of psychologists in Belgium. Leuven: KU Leuven.	https://www.compsy.be/files/Research-report_The-profile-of-psychologists-in-Belgium_Luyten-Jeannin-2021.pdf
March 31, 2014 - Decree on the Center for the Healthy Development of Children and Adolescents, German-speaking Community / Kaleido is the only service that employs school psychologists for the entire German-speaking Community.	https://www.kaleido-ostbelgien.be/fileadmin/template/PDF/dokumente/ueberuns/2014_03_31_Dekret_ueber_das_Zentrum_fuer_die_gesunde_Entwicklung.pdf
Flemish Ministry of Education on Pupil Support Centers (CLB) and SP.	https://data-onderwijs.vlaanderen.be/edulex/document.aspx?docid=15236 https://onderwijs.vlaanderen.be/nl/onderwijspersoneel/van-basis-tot-volwassenenonderwijs/werken-in-een-clb/rol-en-samenwerking-clb
Cscpms - Avis N°016bis - Conseil Supérieur De Guidance - Avis Complément À L'avis N°16 Sur Les" Propositions Concernant L'encadrement Des Centres P.M.S. Version 2011	http://www.enseignement.be/index.php?page=23827&do_id=3255&do_check=

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SWITZERLAND CH: SOURCES OF INFORMATION ABOUT PROFESSIONAL PROFILES OF SP	
Guidelines for the Design of School Psychology in Switzerland (School Psychology Standards) , Intercantonal Leadership Conference 2014.	http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/01/Schulpsychologische-Standards-Originalfassung-Layout-2018.pdf
Job profiles school psychology	https://www.psychologie.ch/sites/default/files/media-files/2019-09/190923_stellenprofile_schulpsychologie.pdf
SP Aargau	https://www.ag.ch/de/bks/kindergarten_volksschule/unterstuetzung_beratung/schulpsychologischer_dienst/angebote/angebote.jsp
SP Appenzell Inner Rhodes	https://www.ai.ch/themen/bildung/beratungsdienste/schulpsychologischer-dienst
SP Appenzell Outer Rhodes	https://www.ar.ch/verwaltung/departement-bildung-und-kultur/amt-fuer-volksschule-und-sport/abteilung-regelpaedagogik/beratung-und-unterstuetzung-regelpaedagogik/schulpsychologie/; https://www.ar.ch/fileadmin/user_upload/Departement_Bildung_Kultur/Amt_fuer_Volksschule/ZEPT/SPD/Flyer_SPD.pdf

SP Bern	https://www.erz.be.ch/erz/de/index/erziehungsberatung/erziehungsberatung/unser_angebot/schulpsychologie.html
SP Basel Country	https://www.baselland.ch/politik-und-behorden/direktionen/bildungs-kultur-und-sportdirektion/bildung/schulpsychologischer-dienst
SP Basel City	https://www.edubs.ch/dienste/spd
SP Glarus	https://www.gl.ch/verwaltung/bildung-und-kultur/volksschule-und-sport/schulpsychologischer-dienst.html/596
SP Grisons	https://www.gr.ch/DE/institutionen/verwaltung/ekud/avs/Schulpsychologie/Seiten/default.aspx
Guidelines for the School Psychological Service Graubünden 2014	https://www.gr.ch/DE/institutionen/verwaltung/ekud/avs/Dokumentenliste%20SpD/Richtlinien_SPD_de.pdf
Psychology Scolaire Jura	https://www.jura.ch/DFCS/COSP/Psychologie-scolaire.html
School Psychology Lucerne	https://www.schulpsychologieluzern.ch
School Psychology Kriens	https://www.schuldienste-kriens.ch/schulpsychologischer-dienst/angebot/
School Psychology Service City of Lucerne	https://www.stadtluzern.ch/politikverwaltung/stadtverwaltung/dienstabteilungenbereiche/8211
School Psychology Service Willisau	http://www.schuldienste.willisau.ch/?Schulpsychologie (explanation in several languages)
OFFICE CANTONAL DE L'ORIENTATION SCOLAIRE ET PROFESSIONNELLE Neuchâtel	https://www.ne.ch/autorites/DEF/SFPO/organisation/Pages/ocosp.aspx
Mission Statement of the School Psychological Service St. Gallen	https://www.schulpsychologie-sg.ch/1-beratung.html https://www.schulpsychologie-sg.ch/pic-pdf-1berat/SPD-Konzept.pdf
SAB Department of School Clarification and Counseling Schaffhausen	https://sh.ch/CMS/Webseite/Kanton-Schaffhausen/Behrde/Verwaltung/Erziehungsdepartement/Dienststelle-Primar--und-Sekundarstufe-I/Abteilung-Schulische-Abkl-rung-und-Beratung-114029-DE.html
SPD Solothurn	https://so.ch/verwaltung/departement-fuer-bildung-und-kultur/volksschulamt/schuldienste/schulpsychologischer-dienst/
Department of School Psychology Canton Schwyz	https://www.sz.ch/privatpersonen/bildung-schulen-sport/volksschulen/schulpsychologie/abteilung-schulpsychologie-kanton-schwyz.html/72-512-468-463-2197-2190
SPD Thurgau	https://av.tg.ch/angebote-und-beratung/sonderpaedagogische-beratung.html/363
Department SPD Uri	https://www.ur.ch/unterinstanzen/864
Office de psychologie scolaire de Vaud	https://www.vd.ch/toutes-les-autorites/departements/departement-de-la-formation-de-la-jeunesse-et-de-la-culture-dfjc/service-de-lenseignement-specialise-et-de-lappui-a-la-formation-sesaf/ops/
Service de Psychologie Scolaire Lausanne	https://www.lausanne.ch/officiel/administration/enfance-jeunesse-et-quartiers/psychologie-scolaire;jsessionid=A9DB47DE302746D081605383CE67BCB3
Center for Child and Adolescent Development and Therapy (ZET) Canton Valais	https://www.vs.ch/de/web/scj/cdtea
SPD Train	https://www.zg.ch/behoerden/direktion-fur-bildung-und-kultur/amt-fur-gemeindliche-schulen/inhalte-ags/schulpsychologischer-dienst
Legal basis School Psychology Canton Zurich 2005	https://www.szv-andelfingen.ch/fileadmin/user_upload/spd_Rechtliche_Grundlagen_der_Schulpsychologie.pdf
GERMANY DE: SOURCES OF INFORMATION ABOUT PROFESSIONAL PROFILES OF SP	
Job description school psychologist BDP	https://www.bdp-verband.de/binaries/content/assets/beruf/berufsbild/schulpsychologie.pdf and

BDP School Psychology, Job Profile in Germany 2015	https://www.bdp-schulpsychologie.de/backstage2/sps/documentpool/2015/berufsprofil.pdf
Von Hagen A., Müller B., Vannini N., Büttner G. (2020) Scope of School Psychological Practice in Germany, Canadian Journal of School Psychology.	DOI 10.17605/OSF.IO/6KQYB, https://osf.io/cwg4a
Professional guideline for school psychology in Baden-Württemberg, Ministry of Education, Youth and Sports, 2015	http://lsbw.org/dateien/Leitbild_SchulPsyBW_SCREEN_2015-07-29.pdf
Basic principles of school psychology, Landesverband bayrischer Schulpsychologinnen und Schulpsychologen e.V.	https://lbsp.de/infos-fur-eltern-lehrer/, accessed 3/15/2021
School Psychology in Bavaria, Attitudes and Concepts, ISB Staatsionstitut für Schulqulität und Bildungsforschung 2007	https://docplayer.org/1308899-Staatsinstitut-fuer-schulqualitaet-und-bildungsforschung-muenchen-schulpsychologie-in-bayern-alle-schularten-haltungen-und-konzepte-information.html
Framework for Action for the Berlin School Psychological Service, Senate Department for Education, Youth and Science 2013.	https://www.berlin.de/sen/bildung/unterstuetzung/schulpsychologie/
Schulgesetz Berlin § 107 School psychological and inclusion pedagogical consultation and support	https://www.schulgesetz-berlin.de/berlin/schulgesetz/teil-viii-schulverwaltung/sect-107-schulpsychologische-und-inklusionspaedagogische-beratung-und-unterstuetzung.php
School Psychological Counseling Brandenburg State	https://schulaemter.brandenburg.de/sixcms/detail.php/bb1.c.155762.de
Regulations on school psychology in Bremen	https://bdp-schulpsychologie.de/backstage2/sps/documentpool/2008/laender/bremen.pdf
Pedagogical - and psychological counselingReBBZ counseling departments, Authority for School and Vocational Training,	https://www.hamburg.de/dmy/2200116/rebbz-beratungsabteilung/
School Psychological Counseling and Prevention, Ministry of Education Hesse	https://schulaemter.hessen.de/ueber-uns/aufgaben/schulpsychologie; https://kultusministerium.hessen.de/Schulsystem/Schulpsychologie
School Psychological Counseling, Regional State Offices for Schools and Education Lower Saxony	https://www.rlsb.de/bu/eltern-schueler/schulpsychologie
Decree on Tasks, Career, Recruitment Requirements and Grouping of School Psychologists in North Rhine-Westphalia 2007	https://schulpsychologie.nrw.de/cms/upload/Dokumente/Recht/2007_01_08_laufbahnerlass_sp_nrw_.pdf; https://www.schulpsychologie.nrw.de
SCHOOL PSYCHOLOGISTS, State Pedagogical Institute Rhineland-Palatinate 2019	https://schulpsychologie.bildung-rp.de/fileadmin/user_upload/schulpsychologie.bildung-rp.de/2019-Schulpsychologen2.pdf
Saarland School Act, 2006 version	https://docplayer.org/31727577-Gesetz-nr-812-zur-ordnung-des-schulwesens-im-saarland-schulordnungsgesetz-schog.html
School Psychological Assistance, Regional Association Saarbrücken	https://www.regionalverband-saarbruecken.de/schulpsychologische-hilfe/
School Psychological Counseling Saxony	https://www.bildung.sachsen.de/1278.htm
School Psychological Counseling Saxony-Anhalt	https://landesschulamt.sachsen-anhalt.de/behoerde/schulpsychologische-beratung/ ; https://www.schulpsychologen-sachsen-anhalt.de
School Psychological Service Thuringia	https://bildung.thueringen.de/schule/einrichtungen/schulpsychologischer-dienst; https://bildung.thueringen.de/fileadmin/schule/einrichtungen/schulpsychologischer-dienst/Flyer_Schulpsychologischer_Dienst_WEB.pdf
Thuringian School Act (ThürSchulG) in the version of the announcement of April 30, 2003 § 53 Counseling Services, School Psychological Service	https://www.landesrecht.thueringen.de/bsth/document/jlr-SchulGTH2003rahmen
Concept of the Schleswig-Holstein School Psychological Service, The Minister President of the State of Schleswig-Holstein - State Chancellery, 2017.	https://www.schleswig-holstein.de/DE/Fachinhalte/I/inklusion_schulische/schulpsychologen_konzept.html;jsessionid=DE4F34E4F23288C5A331C2F99B4F5489.delivery2-replication
School Psychological Service of the State of Schleswig Holstein, Ministry of Education, Science and Culture, 2018	https://www.schleswig-holstein.de/DE/Landesregierung/III/Service/Broschueren/Bildung/Schulpsychologen.pdf?__blob=publicationFile&v=1

2.2. SUMMARY OF PROFESSIONAL ACTIVITIES OF IN AT, BE, CH, DE PER WORK FIELD AND TARGET GROUP

TARGET GROUP / WORK FIELD	Parents	SuS alone/group/class	Pedagogical staff alone/group (teachers, educators, school social workers...)	Management of educational institution/school management	School supervision/school as a system	Colleagues/Service	Other professionals (psychological, social, pedagogical, curative, therapeutic, legal, administrative, medical, institutions/authorities)
COUNSELLING, SUPPORT, GUIDANCE, (BUB), PROMOTION	BUB of parents/. Parents/guardians to promote the healthy development of the pupils	BUB of the pupils in case of psychosocial problems to strengthen psychosocial competence and healthy development (behavioral problems, emotional stress, personal crises...)	BUB of the professionals to promote healthy development of the SuS.	BUB of the school to promote the healthy development of the students and the pedagogical staff	BUB of school and quality development, such as supporting the development towards an inclusive school; Participate in action planning for systematically poor learning outcomes;	Collegial collaboration in school psychology consultation, support, guidance, and encouragement.	Multi-professional collaboration to advise, guide, support and promote concerns relevant to school psychology.
	Strengthening of the psychosocial competence / parenting skills of parents, educational counseling	Counseling and support for students with learning problems (Issues of learning processes, cognitive; Developmental support issues for special needs).	BUB to promote professional competences of professionals in relation to issues relevant to school psychology (e.g. methodological competencesin learning difficulties, such as dyslexia, dyscalculia, in behavioral problems, promotion of psychosocial competences of students, school entry issues, recognition and promotion of special talents).		Coordination of psychosocial support in the school sector (e.g. in the form of expert support and networking of all psychosocial support services for schools in a region; support in crisis management in the region through preparatory measures, such as drawing up crisis plans).	Collegial casework	Multi-professional ZSA for BUB and promotion in individual cases (casework).
		Strengthening the self-efficacy experience of the pupils	Promotion of the psychosocial competence of the professionals				
		Vocational Orientation Educational and vocational career counseling (B,Ö)	Individual and team consulting of professionals on request				
		Promote health/healthy development of students (D,B).	BUB and promotion of psychosocial health of professionals.		BUB and promotion of the development of measures to promote the health of pedagogical staff in schools.		
			BUB and promotion of preventive measures by professionals, e.g., for violence prevention, conflict management, school climate improvement.				

PREVENTION, INTERVENTION, TRAINING /EDUCATION/PSYCHOEDUCATION		Development and implementation of social cohesion measures in school classes	Intervention, moderation and mediation in conflicts (D,Ö)	Intervention, moderation and mediation in conflicts (D,Ö)	Contribution to the development and implementation of conflict management in educational institutions (D,Ö)	Collegial collaboration to develop and implement prevention and intervention activities.	Multi-professional cooperation in intervention and prevention measures relevant to school psychology
		Development and implementation of support plans and support measures			Contribute to the development and implementation of support plans and interventions on issues related to learning and healthy psychosocial development of students.	Collegial casework	Networking of all psychosocial support services for schools in a region through ZSA with relevant professionals/organizations.
		Development and implementation of preventive measures in individual cases, school classes (e.g. prevention of cyberbullying).	Contribution to the development and implementation of preventive measures by professionals.	Contribution to the development and implementation of preventive measures in an educational institution.	Contribution to the development and implementation of prevention measures in educational institutions (D,Ö)		
	Emergency psychological support in crises, acute situations and aftercare	Emergency psychological support in crises, acute situations and aftercare	Emergency psychological support in crises, acute situations and aftercare	Emergency psychological support in crises, acute situations and aftercare	Contribute to the development and implementation of school crisis management.		
		Development and implementation of measures for the prevention of learning and behavioral difficulties.		Development, implementation and evaluation of preventive measures in educational institutions (violence prevention), conflict management, school climate improvement	Support of prevention measures relevant to school psychology (violence prevention), conflict management, school climate improvement,		
	Training for parents to strengthen parenting skills	Training of students for the promotion of psychosocial competence and successful learning.	Information and training for teachers, on relevant school psychology topics	Information and training of school administrators on relevant school psychology topics	Development and implementation of training courses on issues relevant to school psychology	Cooperation with colleagues in the field of psychoeducation	dissemination/mediation of school psychological information=public relations work
	Dissemination of knowledge of school psychology by informing parents		Further training of internal school crisis teams		Dissemination/communication of specialized information on school psychology	Accompaniment of young professionals and interns	Multi-professional cooperation in the field of psychoeducation
ASSESSMENTS/ EVALUATION/WORK AS A SCIENTIFIC PRACTITIONER	Oral/written reporting	Assessment (special educational needs), best possible support; Questions of aptitude, school readiness		Assessment on questions of special educational needs, school readiness	Assessment on questions of special educational needs, school readiness	Evaluation of own service	Multi-professional cooperation in the field of assessments and evaluation
	Assessments and evaluation of parenting skills of parents	Assessments and evaluation of learning and psychosocial development of pupils	Assessments and evaluation of psychosocial competence of professionals		Assessments for systematically poor learning outcomes	Collegial casework	Multiprofessional casework
		Assessments and evaluation of the psychosocial climate of a group/school			Expert activity in school psychology relevant questions for school authorities		
	Progress evaluation		Evaluation of pedagogical and		Research and development through	Evaluation of own services	Multi-professional collaboration on practice research

			therapeutic measures Progress evaluation		evaluation and participation in studies relevant to educational work in schools, development of diagnostic aids, preparation of guidelines based on psycholgical findings and methods within the framework of current priorities of the Directorate of Education.		relevant to school psychology.
				Evaluation of pedagogical, preventive and therapeutic measures	Evaluation of pedagogical, preventive and therapeutic measures	Collegial cooperation in the evaluation of the performance of one's own service	Cooperation in professional groups and commissions/professional associations Representation of the service to professionals, schools, institutions, authorities, courts, juvenile prosecutor's office.
						Intra-professional/collegial collaboration for own continuing education and training, inter-/supervision	Interprofessional collaboration for own continuing education and training
					Participation in internal and external evaluation of projects for the promotion of healthy development of pupils.	Collegial collaboration to represent the interests of the college/service.	Collaborate with professional groups and commissions/professional organizations to Representation of topics relevant to school psychology
						Intraprofessional participation in professional associations, specialty groups to represent the interests of school psychology as a profession.	Participation in interprofessional expert groups, commissions for the Representing the interests of school psychology as a profession.
ADMINISTRATION, PROFESSIONAL DEVELOPMENT, WORK ORIENTATION	Communication with parents	Expert opinion	Communication with professionals	Communication with school management	Communication with school supervision, public	Communication with collegium	Communication with relevant professionals
		File management				File management	
		Case/progress documentation				Documentation (e.g. statistics) /reporting of services	
						Data processing	
						Time management	

2.3. CREATION OF THE DICOSP - MATRIX WITH THREE SCHOOL PSYCHOLOGICAL WORK FIELDS

PREVENTION AND INTERVENTION - **PREVENTION -**

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ADVICE, SUPPORT, GUIDANCE

- Learning and cognitive development (e.g., development, application of support plans/measures).
- Psychosocial development
- School and career orientation
- School and educational consultations (development, monitoring, evaluation of school programs/projects/innovations)

PSYCHOEDUCATION: INFORMATION/TRAINING PROGRAMS/TRAINING OF PEDAGOGICAL STAFF/INFORMATION FOR THE PUBLIC

- **INTERVENTION -**

APPLICATION OF PSYCHOSOCIAL PROGRAMS/MEASURES (HEALTH PROMOTION, LEARNING SUPPORT)

- Developing and implementing measures to improve the social school/classroom climate.

CRISIS INTERVENTION

TREATMENT/THERAPY

Target groups: pupils/classes, parents/guardians, teachers, school management, school, school supervision, staff, public

ASSESSMENTS AND EVALUATION

ASSESSMENT
TESTING (search, selection, application, evaluation)
REPORTING
MONITORING (case development, collection of relevant data..)
PRACTICE-BASED SCIENTIFIC WORK
EVALUATION (of assessments, projects, programs, services, data collection)
Target groups: pupils/classes, parents/guardians, teachers, school management, school, school supervision, teaching staff, public (e.g. court), research institutions

ADMINISTRATION, PROFESSIONAL DEVELOPMENT, WORK ORIENTATION

ADMINISTRATION (record keeping, case/service documentation, report/expertise preparation, test application, evaluation, written/oral communication with target groups/individuals)

COOPERATION AND NETWORKING (uni- and multiprofessional /disciplinary cooperation)

LIFELONG LEARNING (continuing education, internship support, supervision)

WORK ORIENTATION (INDIVIDUAL, OPERATIONAL): professional ethical orientation, attitude toward work, organizational (learning and working) culture.

Target group: pupils, parents, teachers, school management, school authorities, school, public, teaching staff, SP, mental health professionals, IT professionals, professional political groups

3. MATCHING COMPETENCE PROFILES OF EDUCATION AND TRAINING OF PSYCHOLOGISTS/SPS AND PMSP COMPETENCE CLASSES SORTED BY KAS.

3.1. MATCHING COMPETENCE PROFILE OF THE MASTER'S PROGRAM OF SCHOOL PSYCHOLOGY AT THE UNIVERSITY OF TÜBINGEN[1] AND THE COMPETENCE CLASSES PMSP

GENERIC COMPETENCES M. Sc. School Psychology University of Tübingen		
SP have a broad, detailed, and critical understanding at the cutting edge of knowledge in one or more specialty areas	SP are able to communicate the current state of research and application to professional representatives and laypersons their conclusions and the information and motivations underlying them in a clear and unambiguous manner, to exchange information, ideas, problems and solutions with professional representatives and with laypersons on a scientific level and to assume prominent responsibility in a team (communicative competence)	SP are able to acquire new knowledge and skills independently and to carry out largely self-directed and/or autonomous independent research or application-oriented projects
SP can apply their knowledge, understanding, and problem-solving skills to new and unfamiliar situations that have a broader or multidisciplinary connection to their field of study	SP are able to consider societal, scientific, and ethical insights that arise from the application of their knowledge and from the decisions they make	Ability to adapt and act in new situations
SP are able to integrate knowledge and deal with complexity		
SP are able to make scientifically sound decisions even on the basis of incomplete or limited information		

Since this study assumed that each competence category was based on knowledge, skills/abilities, and attitude, the knowledge category = red, the skills/abilities category = blue, and the attitude category = green:

Professional Competence	Methods competence	Social competence	Self-competence
SP have an in-depth understanding of central topics, areas of responsibility and research methods in the application context of school psychology	SP have the ability to work independently on scientific issues and to transfer this knowledge to practical concepts	SP know the challenges of communicating with the public in a school psychology context.	SP integrate research ethics knowledge into their profession and act accordingly.
SP know the professional profile of a school psychologist and identify his or her areas of responsibility.	SP can help to shape diagnosis, goal clarification and change processes in the context of schools	SP are familiar with the challenges of communicating with those seeking advice and those commissioning it, especially when clarifying the assignment, collecting data, reporting results, and interpreting results	SP critically reflect on professional ethical principles of the profession of school psychology.

[1] Eberhard-Karls-Universität Tübingen (2020) Modulhandbuch Schulpsychologie M.Sc.Schulpsychologie, Winter Semester 2021/22, Faculty of Mathematics and Natural Sciences, Department of Psychology, School Psychology Unit, https://uni-tuebingen.de/securedl/sdl-eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpYXQiOjE2NjgyNDUxMDAsImV4cCI6MTY2ODMzNTA5OCwidXNlciI6MC

SP have the knowledge of diagnostic processes in counseling and propaedeutics (hypothesis generation, testing, anamnesis, etc.).	SP acquire in-depth knowledge and application competence of scientifically based working methods in clinical-psychological casework in childhood and adolescence.	SP can communicate with laypersons in the field of educational science (data generation and analysis by means of common statistical evaluation programs, communication of research results, preparation and implementation of advanced training courses and trainings)
SP know aspects of school research in psychology, educational science and sociology and are able to reproduce them.	SP know how diagnostic procedures are assessed, compared, selected, evaluated and carried out and, based on this, are able to prepare a psychodiagnostic report themselves in a professional manner.	SP communicate a scientifically correct and generally understandable result feedback of their studies
SP understand the interdisciplinary disposition of school psychology.	SP have competences in the selection of appropriate procedures, taking into account the strengths and limitations of their validity	SP know the ethical principles in dealing with those seeking advice and those commissioning advice as well as scientific ethics
SP know possibilities of intervention and prevention as well as political issues in the educational context	SP have experience in applying knowledge from psychology, empirical educational research, and educational psychology in school psychology practice	
SP have an overview of topics and history of empirical educational research and educational psychology	SP can work independently on scientific questions	
SP have knowledge of central constructs and problems of empirical educational research and educational psychology.	SP apply supervision techniques independently	
SP can critically reflect on theoretical approaches and research methodological approaches	SP will be able to conduct case work in clinical psychology and integrate these concepts into professional practice or scholarly activity.	
SP have knowledge of the theoretical basis of psychological diagnosis in school psychology practice.	SP know the procedure in propaedeutic sessions and integrate this knowledge in counseling sessions	
SP know central tests and diagnostic procedures for performance and personality assessments as well as for selected focal points.	SP know practically relevant research questions that can be answered with the methods of empirical educational research or school psychology.	

SP have knowledge of intervention options, training, counseling, and treatment concepts, risk reduction, and prevention	SP can independently set up and implement research designs and present these results in a standards-compliant manner.
SP know central and current issues as well as selected problems of related disciplines	SP can independently set up and implement research designs and present these results in accordance with standards
SPs have an extended knowledge of theory, concepts and reflection and are thus specialized in areas of knowledge that are relevant for their planned professional practice in school psychology or research	SP have an overview of the quantitative methods of empirical educational research and educational psychology
SP have an insight into the practical fields of activity of school psychology	SP can use quantitative methods of empirical educational research and educational psychology for evaluation at all levels of the educational system (e.g., school, classroom, students)
SP are able to classify current school psychological issues (e.g. bullying, school absenteeism, behavioral disorders, inclusion debate, etc.) in scientific theories.	SP have the competence to critically evaluate the validity and methodology of studies in empirical educational research and to plan and implement their own research projects appropriately.
SP can conduct research at an appropriate level	SP have knowledge in applied data analysis, which is a prerequisite for working on own research questions
SP know central and current issues as well as selected problems of related disciplines	SP independently conduct scientific studies to test a hypothesis
SP have an extended knowledge of theory, concepts and reflection and are thus specialized in areas of knowledge that are relevant to their planned professional practice in school psychology or research	SP carry out the recruitment process of test persons, as well as data collection / processing and analysis
SP can transfer their knowledge to practical concepts. SP can independently apply the acquired knowledge to a scientific problem in school psychology.	SP can translate research and practice-relevant questions into scientific research designs
SP are able to develop concepts and discourses to answer school psychological questions	SP can plan, conduct, present, discuss and evaluate a research process as well as

(e.g. bullying issues, school absenteeism, behavior disorders, inclusion debate, etc.) SP can use their skills and knowledge in school, extracurricular (child and adolescent psychiatry, educational and family counseling, etc.) and vocational areas. SP are able to acquire new knowledge and skills independently and to carry out largely self-directed and/or autonomous independent research or application-oriented projects Have the ability to work independently on scientific issues and apply this knowledge to practical concepts SP are aware of research ethical challenges (data protection, contact with people seeking advice, duty of confidentiality, etc.).	critically interpret self-generated research results and assess their relevance for practice

3.2. MATCHING COMPETENCE PROFILE OF THE MAS OF THE UNIVERSITY OF BASEL AND ZÜRICH/CH AND PMSP

Competences of the MAS of the University of Basel				
Generic competences	**Professional competence**	**Methodological competence**	**Social competence**	**Personal competence**
Transfer of the acquired knowledge and skills into everyday working life	Diagnostic core competences			Reflection of one's own work with regard to empirically based, evaluated work
	Empirically based knowledge of counseling approaches in psychosocial work with children, adolescents, and parents.	Knowledge in conversation management, group dynamics, moderation and mediation		Reflection on one's own professional role in the system of psychosocial care in the field of children and adolescents.
				Reflection of the knowledge of developmental psychology with regard to practical work with children, adolescents and parents
			Competence with regard to legal and ethical aspects in practical work with children, adolescents and adults	

Competences of the MAS of the University of Zurich				
Generic competences	**Professional competence**	**Methodological competence**	**Social competence**	**Personal competence**

Qualification for independent work as child and adolescent psychologists in the field of school psychology	Acquisition of general scientifically sound psychological basics: school psychology in the interdisciplinary field of tension and the special relevance of clinical psychology; basics and specific topics of child and adolescent psychology and developmental psychology with special relevance for SP; School psychology in the context of inclusive education; Giftedness, giftedness ; Counseling for learning and performance problems Profound Developmental Disabilities (1 day; lic. phil. B. Jenny and Maria Harksen). Internalizing disorders (1 day; Dr. I. Kammerer) Learning Disorders: Dyscalculia (1 day; Prof. Moser) Learning Disabilities: Reading Literacy Disorder (1 day; lic. phil. S. Kempe Preti). Language Development: Speech and Language Disorders (1 day; lic. phil. S. Kempe Preti) Externalizing Disorders (1.5 days; Dr. R. Wettach) ADHD and the importance for school psychology (2 days; Dr. I. Kammerer) Learning disability, mental disability Learning theories Dealing with stress in	Acquisition of competences for individual- and system-related assessment, consultation and intervention in the field of development, education and schooling. Obtaining diagnostic information on child, family and school in the support diagnostic sense and multimodal and multiaxial diagnosis and classification according to IDC-10/MAS; intelligence and developmental assessment (most important tests, procedures and support and promotion approaches); school, performance, personality and disorder assessment (most important tests, procedures and support and promotion approaches); ICF as a common language between school psychology and school; Standardized assessment procedures; Practical application and implementation ICF/SAV; Neuropsychological assessments - neuropsychology and school psychology; Teaching learning techniques (motivating, focusing, work attitude, work and social behavior, work organization, etc.) and counseling on learning and performance problems: Pediatric assessments	Acquisition of competencis for interdisciplinary cooperation Relationship building and motivation building in school psychology. Cooperation with pediatricians Consulting in the intercultural and migration context Mediation - Counseling in the area of tension between parents, teachers and school authorities Cooperation in the context of school: Interdisciplinary cooperation with school professionals	Reflection and critical evaluation of own school psychological work Role as school psychologist, clarification of assignment, different assignments Child welfare, child protection and children's rights (1 day; R. Kamber) Data protection, confidentiality and handling of reports

	children and adolescents Success in school: school development Selected topics of pedagogy in the context of school (1 day; Prof. K. Reusser) Special education services: too much, too little? What when for whom? Role of school psychology? Basics, referral pathways, options Children and media School as a learning context (school as a learning organization, evidence-based school development, professionalization of teachers, etc.)	Conducting conversations, counseling, counseling techniques, phases in counseling Educational counseling, parent training Counseling children with behavioral problems Counsel and actively coach young people Consulting/coaching of parents, teachers and school administrators Crisis intervention and emergency psychology in the context of schools (1 day) Intervention in bullying and violence (1 Quality assurance, evaluation and public relations, presentation SPD Classroom-management		

Acquisition of key competences in the preventive, diagnostic, counseling and therapeutic handling of psychological problems of children and adolescents, which are applicable to a variety of problems and situations in the school context and the other living environments of children (family and leisure time). These include, among other things, a resource-oriented approach that systematically promotes the existing self-help potential in those affected and their environment.	Acquisition of scientifically based, practical, preventive and diagnostic/counseling competences through experience under supervision, ,collaboration with child and adolescent psychologists and psychotherapists working in practice as well as practice institutions.		Understanding of institutional networking, the importance for collaboration with mental health care organizations and institutions.	

3.3. Matching training regulations for SP in AT and PMSP

Professional competence	Methodological competence	Social competence	Personal-competence
Knowledge of psychological counseling, examination and expert witness work.	Application of knowledge in psychological counseling, examination and expert activities, especially in questions of school career choice, school readiness and special educational	Knowledge for information dissemination to the public	Knowledge of the basics for practicing the profession according to the mission statement (self-image) of school psychology educational

	needs, learning problems, behavioral problems, personal difficulties and crises, individual (educational) needs and special abilities and talents.		counseling, the service law as well as the other relevant legal regulations, such as school laws, the Narcotic Substances Act, the Psychologists Act and the Psychotherapy Act.
Knowledge of psychological care and treatment of individuals or groups.	Skills in psychological care and treatment of individuals or groups.	Knowledge for holding seminars	
Knowledge of psychological research in the field of school	Skills on psychological research in the field of school	Knowledge in promoting cooperation in the field of school and with other institutions whose assistance may be relevant for the school	
Detailed knowledge of the Austrian education system (especially entry requirements, contents and degrees of the different types of schools) and of the information sources and methods of information research that are essential for educational guidance, as well as knowledge of the entry requirements, contents and degrees of the different courses of study at universities of applied sciences and studies at academies and universities.		Skills in fostering cooperation in the field of school and with other institutions whose assistance may be relevant to the school	
Knowledge of implementation of school psychology-education counseling responsibilities.			

3.4. MATCHING IAAP MODEL AND PMSP

PSYCHOLOGICAL KNOWLEDGE AND SKILLS UNDERLYING THE CORE COMPETENCES - DESCRIPTIONS

KN Possesses the necessary knowledge

KN1 Has the necessary foundational knowledge of psychological concepts, constructs, theories, methods, practice, and research methodology to support competence

KN2 Has the necessary specialised knowledge of psychological concepts, constructs, theory, methods, practice, and research methodology relating to own areas to support competence

SK Possesses the necessary skills

SK1 Has the necessary basic skills to support competence in psychological practice

SK2 Has the necessary specialised skills to operate in own areas of psychological practice to support competence

PROFESSIONAL BEHAVIOUR COMPETENCES - DESCRIPTIONS

PE Practices ethically

PE1 Applies relevant ethics codes in one's professional practice and conduct

PE2 Adheres to relevant laws and rules in one's professional practice and conduct

PE3 Resolves ethical dilemmas in one's professional practice using an appropriate approach

AP Acts professionally

AP1 Follows accepted best practice in psychology

AP2 Maintains competence as a psychologist

AP3 Operates within the boundaries of one's own competence

AP4 Consults peers, supervisors, or other relevant sources when appropriate

AP5 Makes referrals to relevant others when appropriate

AP6 Chooses appropriate courses of action in response to unpredictable and complex events

ER Relates appropriately to clients and others

ER1 Establishes, maintains, and develops appropriate working relationships with clients and relevant others

ER2 Establishes, maintains, and develops appropriate working relationships with colleagues in psychology and other professions

WD Works with diversity and demonstrates cultural competence

WD1 Works with knowledge and understanding of the historical, political, social, and cultural context of clients, colleagues, and relevant others

WD2 Demonstrates cultural humility

WD3 Identifies, acknowledges, and respects diversity in relevant others

WD4 Recognizes the impact of one's own values, beliefs, and experiences on one's professional behaviour, clients, and relevant others

WD5 Works and communicates effectively with all forms of diversity in clients, colleagues, and relevant others

WD6 Is inclusive of all forms of diversity in working with clients, colleagues, and relevant others

EP Operates as an evidence- based practitioner

EP1 Adopts an evidence-based orientation to the provision of assessments, interventions, service delivery, and other psychological activities

EP 2 Consults psychological and other relevant research to inform practice

EP3Recognizes the limitations of the evidence available to inform practice

SR Reflects on own work

SR1 Evaluates the efficacy of one's activities and service provision

SR2 Reflects on and implements areas for improvement in one's practice

SR3 Reflects on one's own values and beliefs and the impact they may have on one's practice

SR4 Validates reflections with peers or supervisors, when appropriate

PROFESSIONAL ACTIVITIES COMPETENCES - DESCRIPTIONS

SG Sets relevant goals

SG1 Develops goals based on needs analysis

SG2 Aligns goals with those of clients and others

PA Conducts Psychological assessments and evaluations

PA1 Identifies assessment or evaluation needs in individuals, groups, communities, organizations, systems, or society

PA2 Selects, designs, or develops assessments or evaluations, using methods appropriate for the goals and purposes of the activity

PA3 Delivers assessments or evaluations, including administration, scoring, interpretation, feedback, and reporting of results

PI Conducts psychological interventions

PI1 Plans and carries out psychological interventions with individuals, groups, communities, organizations, systems, or society

PI2 Designs, develops, and evaluates the potential usefulness and effectiveness of psychological interventions, using methods appropriate for the goals and purposes of the intervention

PI3 Integrates assessment and other information with psychological knowledge to guide and develop psychological interventions

PI4 Evaluates the usefulness and effectiveness of one’s own interventions

PI5 Uses evaluation results to review and revise interventions as necessary

PI6 Provides guidance and advice to other relevant parties involved in the psychological intervention

CO Communicates effectively and appropriately

CO1 Communicates with diverse audiences as necessary for the effective conduct of one's professional activities

CO2 Provides relevant and clear feedback, reporting and guidance to clients and relevant others

CO3 Provides clear and objective information on psychological matters to relevant audiences

PROFESSIONAL FIELD OF ACTIVITY		**DIGITAL COMPETENCE (Information and data, communication, media, technology competence)**											
		PROFESSIONAL COMPETENCE			**METHODOLOGICAL COMPETENCE**			**SOCIAL COMPETENCE**			**PERSONAL-COMPETENCE**		
		Knowledge	Skills	Attitude	Knowledge	Skills	Attitude	Knowledge	Skills	Attitude	Knowledge	Skills	Attitude
PREVENTION AND INTERVENTION	ADVICE, SUPPORT, ACCOMPANIMENT (BUB), PROMOTION	KN Has the necessary knowledge	SK Has the necessary skills		KN Has the necessary knowledge	SK Has the necessary skills		KN Has the necessary knowledge	SK Possesses the necessary skills CO Communicates effectively and appropriately	HE Has an appropriate relationship with clients and others WD Works with diversity and shows cultural competence	KN Has the necessary knowledge	SK Possesses the necessary skills	PE Practices Ethical APHandles professionally SR Reflects on own work SG Sets relevant goals
	CRISIS INTERVENTION		PI Performs intervention SK Has the necessary skills										
	TREATMENT/ THERAPY												
	PSYCHOEDUCATION, TRAINING		SK Has the necessary skills										
ASSESSMENT, EVALUATION	ASSESSMENTS		PA Performs psychologic assessment and evaluation. SK Possesse										
	TESTING												
	ASSESSMENT, EXPERT OPINION, REPORT												

	EVALUATION, MONITORING		s the necessary skills					Communicate about the well-being of young people						
	SCIENT. PRACTICE													EP Works evidence-based as a practitioner
ADMINISTRATION, PROFESSIONAL DEVELOPMENT (Person, Service)	ADMINISTRATION		SK Has the necessary skills											PE Practices Ethical APHandles professionally SR Reflects on own work SG Sets relevant goals
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING													
	PROFESSIONAL COLLABORATION/ NETWORKING													

3.5.MATCHING EQF +ESCO AND PMSP

PROFESSIONAL FIELD OF ACTIVITY	**DIGITAL COMPETENCE (Information and data, communication, media, technology competence)**													
	PROFESSIONAL COMPETENCE				**METHODOLOGICAL COMPETENCE**			**SOCIAL COMPETENCE**			**PERSONAL-COMPETENCE**			
	Knowledge		Skills	Attitude	Knowledge	Skills	Attitude	Knowledge	Skills	Attitude	Knowledge	Skills	Attitude	
PREVENTION AND INTERVENTION	ADVICE, SUPPORT, GUIDANCE(BUB), PROMOTION	Basic knowledge of psychological counseling methods Advanced	Counseling of SuS Active listening Promote the well-being of children						Communicate with young people Collaboration with teaching staff, pedagogica				Show understanding for the situation of the pupils	

		knowledge in an area of work or learning using a critical understanding of theories.	Supervise extracurricular activities Consultation of the supportive environment of the students Observing the behavior of students Advanced skills that demonstrate mastery of the subject as well as the ability to innovate and are necessary to solve complex and unpredictable problems in a specialized area of work or learning						l support staff				
	CRISIS INTERVENTION	Basic knowledge of crisis intervention Highly specialized knowledge, some of which links to the latest findings in a field of work or learning, as a basis for innovative approaches to thinking Critical awareness of knowledge issues in a field and at the interface between different fields	Apply criosis intervention Ensure safety of students Specialized problem-solving skills in research and/or innovation to gain new knowledge and develop new processes, and to integrate knowledge from different fields										

	TREATMENT/ THERAPY	Cutting-edge knowledge in an area of work or learning and at the interface between different areas	Monitor therapeutic progress										
	PSYCHOEDUCATION, TRAINING												
ASSESSMENT, EVALUATION	ASSESSMENTS	Knowledge of communication disorders, partial performance disorders, pschiatricrvDiseases, behavioral disorders. Knowledge of the learning needs analysis	Assessment of school problems										
	TESTING		Perform education testing Test behavior patterns Test emotional patterns Interpret psychological tests										
	ASSESSMENT, EXPERT OPINION, REPORT												
	EVALUATION, MONITORING	Knowledge of evaluation procedures	Widely advanced and specialized skills and methods,	Assuming responsibility for reviewing the									

			including synthesis and evaluation, to address key research and/or innovation questions and to extend or redefine existing knowledge or professional practice Write research proposal Conduct psychological research Publish scientific research	strategic performance of teams									
	WISS. PRACTICE	Knowledge of scientific research											
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	Know procedures of secondary school Knowledge of school law	Management of complex technical or professional activities or projects Managing and designing complex, unpredictable work and learning contexts that require new strategic approaches. Assist in the organization of school events	Professional authority, innovativeness, independence, professional integrity, sustained commitment to the development of new ideas or practices in work or learning contexts, including research Keeping up to date with expertise									Assumption of decision-making responsibility in unpredictable areas of work or learning. Taking responsibility for the professional development of individuals and groups Assume responsibility for contributions to professional knowledge and practice and/or for reviewing strategic performance of teams
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	Basic knowledge of psychology, school psychology, developmental psychology,l Psychological development of adolescents											
	PROFESSIONAL COLLABORATION/NETWORKING												

3.6.MATCHING TUNING EUROPSY AND PMSP

EFPA + TUNING Primary competences	Descriptors
Objective	Proposing and negotiating goals with the client, establishing acceptable and feasible goals, and specifying criteria for evaluating goal fulfilment at a later time.
B. Assessment	Establishing relevant characteristics of individuals, groups, organisations, and situations by means of appropriate methods.
Individual assessment	Carrying out assessment by means of interviewing, testing and observation of individuals in a setting relevant for the service demanded.
Group assessment	Carrying out assessment by means of interviewing, testing and observation of groups in a setting relevant for the service demanded.
Organizational assessment	Carrying out assessment by means of interviews, surveys, and other methods and techniques which are appropriate for studying organisations in a setting that is relevant for the service demanded.
Situation assessment	Carrying out assessment by means of interviews, surveys, and other methods and techniques which are appropriate for studying situations in a setting that is relevant for the service demanded.
C. Development	Developing services or products on the basis of psychological theory and methods for use by the clients or psychologists.
Service or product definition & requirements analysis	Defining the purpose of the service or product, identifying relevant stakeholders, analysing requirements and constraints, and drawing up specifications for the product or service, taking into consideration the setting in which the service or product is to be used.
Service or product design	Designing or adapting services or products in accordance with the requirements and constraints, taking into consideration the setting in which the service or product is to be used.
Service or product testing	Testing the service or product and assessing its feasibility, reliability, validity and other characteristics, taking into consideration the setting in which the service or product is to be used.
Service or product evaluation	Evaluating the service or product with respect to utility, client satisfaction, user friendliness, costs and other aspects which are relevant in the setting in which the service or product is to be used.
D Intervention	Identifying, preparing and carrying out interventions which are appropriate for reaching the set goals, using the results of assessment and development activities.
Intervention Planning	Developing an intervention plan that is appropriate for reaching the set goals in a setting relevant for the service demanded.
Direct person oriented intervention	Applying intervention methods that directly affect one or more individuals in accordance

	with the intervention plan, in a setting relevant for the service demanded.
Direct situation-oriented intervention	Applying intervention methods that directly affect selected aspects of the situation in accordance with the intervention plan, in a setting relevant for the service demanded.
Indirect intervention	Applying intervention methods that enable individuals, groups or organisations to learn and take decisions in their own interest, in a setting relevant for the service demanded.
Service or product implementation	Introducing services or products and promoting their proper use by clients or other psychologists.
E Evaluation	Establishing the adequacy of interventions in terms of adherence to the intervention plan and the achievement of set goals.
Evaluation Planning	Designing a plan for the evaluation of an intervention, including criteria derived from the intervention plan and the set goals, in a setting relevant for the service demanded.
Evaluation measurement	Selecting and applying measurement techniques that are appropriate for effecting the evaluation plan, in a setting relevant for the service demanded. levant to the service being demanded.
Evaluation analysis	Conducting analyses in accordance with the evaluation plan, and drawing conclusions on the effectiveness of interventions in a setting relevant for the service demanded.
F Communication	Providing information to clients in a way that is adequate to fulfil the clients' needs and expectations.
Giving feedback	Providing feedback to clients, using appropriate oral and/ or audio-visual means, in a setting relevant for the service demanded.
Report writing	Writing reports as to inform clients about the results of assessment, service or product development, interventions, and/or evaluations, in a setting relevant for the service demanded.
Enabling competences	**Descriptors**
Professional strategy	Selecting an appropriate strategy to address posed problems based on reflection on the professional situation and one's own primary competences.
Lifelong professional development	Update and develop one's primary and enabling competences, knowledge and skills in accordance with changes in the field and the standards and requirements of the psychological profession, as well as national and European regulations (e.g., EFPA-regulations on EuroPsy).
Professional relations	Build and maintain relationships with other professionals and relevant organizations.

Research and development	Develop new interventions, products, and services that potentially meet current or future client needs and generate new forms of professional activity or business.
Marketing & Sales	Make current or potential clients aware of current and new products and services, contact clients, make business offers, sell services, offer services after the service/sale has been performed.
Resource Management	Build and maintain relationships with (potential) clients, monitor client needs and satisfaction, identify opportunities to expand professional activity or business.
Practice Management	Design and manage the practice leading to services, whether as a small business or as part of a larger private or public organization, including financial, human resources, operational, employee management offerings
Quality assurance	Establish and maintain a system for quality assurance of professional practice as a whole.
Self-reflection	Critical self-reflection on one's own professional practice and competences as a core characteristic of professional competence.

Basic competences	**Descriptors**
Self-Management	Goal-setting; assessing needed resources; planning of activities; organisation of activities; monitoring own progress and performance.
Information handling	Effective gathering of information from books and journals; effective gathering of information from documents; effective gathering of information from other people; designing and conducting interviews; designing and conducting surveys; keeping documentation.
Communication	Reading and writing; giving audiovisual presentations; giving oral and written reports; effective 2-way communication; interpreting people's intentions.
Teamwork	Cooperation in teams.
Academic	Logical reasoning; critical thinking; applying various problem solving strategies; evaluating new developments.
Research competences	**Descriptors**
Literature review	Reviewing literature, Hypothesis formulation and testing
Research Design	Formulation of research questions, research strategies, research design issue (reliability, validity, replication); research designs (experimental, cross-sectional, longitudinal, case study, comparative, etc.); ethical issues.

Collection of research data (qualitative and quantitative)	Collection of research data (qualitative and quantitative), including experimental methods, case study, interviews, questionnaire.
Data analysis (qualitative and quantitative)	Analysing research data statistically. Analysing research data qualitatively
Writing report	Writing a research report or articles and other written documents.
Disseminating research	Providing feedback from research and making oral presentations in different contexts.

MATCHING EUROPSY/TUNING AND PMSP

PROFESSIONAL FIELD OF ACTIVITY		**DIGITAL COMPETENCE (Information and data, communication, media, technology competence)**											
		PROFESSIONAL COMPETENCE			**METHODOLOGICAL COMPETENCE**			**SOCIAL COMPETENCE**			**PERSONAL COMPETENCE**		
		Knowledge	Skills Skills	Attitude	Knowledge	Skills Skills	Attitude	Knowledge	Skills Skills	Attitude	Knowledge	Skills Skills	Attitude
PREVENTION AND INTERVENTION	ADVICE, SUPPORT, GUIDANCE (BUB), PROMOTION		Goal specification: propose and negotiate goals with the client, set acceptable and feasible goals, and establish criteria for evaluating goal achievement at a later date.	;		Target specification: information collection on the client's needs using appropriate methods until clarification of reasonable further activities. Application of different problem solving strategies **Dealing with information:** Effectively gather information from books and journals; effectively gather information from documents; effectively gather information from others; design and conduct interviews; design and conduct surveys; document;			Goal specification: interaction with clients to set goals for intervention/service. Provides feedback to clients through appropriate verbal and/or audiovisual means in a setting relevant to the service being requested. **Communication:** Read and write; give audiovisual presentations ; report orally and in writing; communicate effectively 2-way; interpret people's intentions;	Provide information to clients in a manner that meets client needs and expectations.		**Metacognition** Logical thinking; critical thinking;	
	CRISIS INTERVENTION		Identify, prepare, and implement interventions										

	TREATMENT/ THERAPY		appropriate to achieve set goals using results of diagnostic and developmental activities. Development of an intervention plan suitable to achieve the set objectives in an environment relevant to the service in demand Application of intervention methods that directly affect one or more individuals, according to the intervention plan, in a setting relevant to the service being demanded. Design a plan for evaluating an intervention, including criteria derived from the intervention plan and goals set, in a setting relevant to the service being demanded.			Select and apply measurement techniques appropriate to the implementation of the assessment plan in an environment relevant to the service being demanded.							
	PSYCHOEDUCATION, TRAINING												
ASSESSMENT, EVALUATION	ASSESSMENTS					Identification of relevant characteristics of individuals, groups, organizations and situations by means of appropriate methods							
	TESTING					Conduct a diagnostic assessment using interviewing, testing, and observation of individuals, groups, or organizations in a setting relevant to the required service. Conducting a diagnostic using							

						interviews, questionnaires and other methods and techniques suitable for analyzing situations in an environment relevant to the service requested.							
	ASSESSMENT, EXPERT OPINION, REPORT								Write reports to inform clients of the results of evaluations, service or product developments, interventions, and/or evaluations in a setting relevant to the service being requested.				
	EVALUATION, MONITORING		Evaluation of new developments Evaluation of the service or product in terms of benefits, client satisfaction, ease of use, cost, and other aspects relevant to the environment in which the service or product will be used. Conduct analyses according to evaluation plan and draw conclusions for the effectiveness of interventions in a setting relevant to the service being demanded.										
	SCIENTIFIC. PRACTICE												
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION												**Self-organization**: setting goals; assessing needed resou
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING		Define the purpose of the service or product, identify relevant stakeholders, analyze requirements and constraints,			Professional strategy: selection of an appropriate strategy to cope with posed problems based on a reflection of							

			create specifications for the product or service taking into account the environment in which the service or product will be used.			the professional situation and one's own primary competences. Development of services or products based on psychological theories and methods for use by clients or psychologists.							rces; planning activities; organizing activities; monitoring own progress and performance.
	PROFESSIONAL COLLABORATION/NETWORKING								Teamwork				

3.7. MATCHING THE ISPA SEVEN PROFESSIONAL ROLES MODEL AND PMSP

Expert	Mental Health Advocate	Organizer	Collaborator	Communicator	Professional	Scientific-practitioner
Cognitive, socioemotional development	Information and psychoeducation	Contribution to health promotion	Involve the client's environment	Open and respectful communication	Know your own strengths and weaknesses	Hypothesis cycle comply with training and testing
Health Education	Translate results into actionable advice	Support for innovation (inclusive education)	Take into account cultural background and educational ideas	Oral and written reporting	Practicing lifelong learning, continuing education	Systematic review of interventions
Biological processes	Accompaniment offer	Development of the own team	Own teamwork	Communication with clients speaking other languages	Dealing with moral/ethical dilemmas	Critical evaluation of studies/research results
Education: structure and legislation	Support to be able to take your own development into your own hands again		Cooperation with external psychologists	Information and psychoeducation - Provide training/teaching.	CulturallySensitiveAction	
Inclusive education	Group improvement processes		Collaboration with other disciplines		Carry out supervision	Assess validity and reliability
Youth,Health,Welfare Care	Dealing with anxious situations					

	Dealing with crises Situa tions					

MATCHING ISPA 7 PROFESSIONAL ROLE MODEL AND PMSP/ KAS

PCK Professional competence Knowledge MCK Methodological competence SCK Social competence knowledge PECCK Personal Competence Knowledge
PCS Professional competence skills MCS Methodological competence skills SCS Social competence skills PECS Personal Competence Skills
PCA Professional competence attitude MCA Methodological competence attitude SCA Social competence attitude PECA Personal competence attitude
IDC Information and Data Competence, MC Media Competence, CC Communication Competence, TC Technology Competence

Expert	Mental Health Advocate	Organizer	Collaborator	Communicator	Professional	Scientific-practitioner
SP have knowledge about digital-related prevention, assessment and intervention for students and apply this knowledge. PCK TC	SP can create, design, edit, present, and publish relevant mental health information digitally MCS IDC	SP contribute to the digital development of their own service SCS TC	SP go deal constructively with digital diversity in the team PECA CC	SP communicate digitally according to the needs of the target group/person SCA CC	SPs can advance their own digital professionalization PECS TC	SP can systematically evaluate digital prevention and intervention programs, measures MCS TC
SP have knowledge about the effect of digital resources on the development of students and on the educational system, the school and the teacher role. PCK TC	SP advocate for children's rights in the digital space SCA TC	SP support schools in the selection, implementation and evaluation of new digital-related ways of working PCS TC	SP communicate and collaborate digitally with colleagues and target groups. MCS CC	SP know evidence-based approaches and methods of online survey of children and adults and can evaluate their quality MCK IDC	SP can make a considered decision when faced with ethical digital dilemmas PECS TC	SP can apply a scientific, problem-solving cycle from hypothesis generation to testing in digital assessments, evaluation prevention and intervention. MCS TC
SP consider students' digital literacy, needs, and digital resources in relation to their psychosocial and cognitive development	SP have profound knowledge of the effect of digital environments on the socio-emotional development of children and adolescents, including knowledge of psychopatholo	SP cooperate in online networks with other professionals MCS CC	SP take individual (age) and cultural diversity into account when working digitally SCA CC	SP can write and forward reports digitally to their target groups/persons according to their needs Where appropriate, the reports support the SP's role as an	SP know the impact of a country's culture and economy on the development of public digital services, including digital school psychology services.	SP can critically analyze information relevant to school psychology as well as study results in the digital space and evaluate them with

PCK TC	gical symptoms (Internet addiction, gambling addiction...) and the possibilities of prevention and intervention in risk conditions of development FCK TC			advocate for children. MCS IDC	PCK MC	regard to their correctnes s, psychomet ric quality (objectivit y, validity, reliability), content quality and relevance. MCS IDC
SP are able to apply their knowledge of socio-emotional developmen t in a variety of ways to improve the personal digital well-being and digital skill developmen t of children and youth. PCS TC	You know the causes of digital-related crisis situations SP develop, implement, and evaluate digital prevention and intervention programs in collaboration with other professionals for crisis situations and to promote the psychosocial and digital well-being of students and teachers. FCK TC	SP work with relevant individuals/en tities to promote policies and practices that create and maintain safe, caring, and supportive digital learning environments for children and others. PCS TC	SP effectively collaborate digitally with families, guardians, pedaogical staff and communit y profession als, e.g. To coordinate support through digital services for children and families, or to increase family involveme nt in supporting the academic, psychologi cal, and multimedi a developme nt of the SuS SCS CC	SP digitally gather information from children, their families, and other professionals to achieve professional goals and may digitally communicate relevant statements and information to children, caregivers, and teachers to that end MCS CC	SP can conduct a collegial intervision, supervision, case conference digitally SCS CC	SP can apply formal and informal digital evaluation methods as an aid to decision-making and to account for the quality of their own digital-related services MCS TC
SP participate in the developmen t, implementat ion, and evaluation of (digitally related) prevention and intervention		SP know youth, social and health institutions in their environment and are digitally networked with them PCK CC	SP know factors influencing the multimedi a developme nt of students; PCK MC	SP develop and maintain good relationships with their target groups/perso ns in the digital environment SCS CC	SPs value being part of a digital professional community and exchanging ideas with SPs from other countries; SCA TC	SP are familiar with various digital evaluation models and methods that provide useful informatio

Measures for psychosocial health promotion and the socio-emotional and digital well-being of SuS. PCS TC						n to clarify digital-related issues, identify strengths and weaknesses and needs, and measure progress against stated goals. MCK TC
SP participate in the (digital) mediation of (digital) psychosocial health literacy of their target groups/persons. PCS TC		SP have knowledge about digital transformation of education, school as well as digital related legislation FCK TC	SP know digital-related counseling models for mental health promotion, for the promotion of psychosocial behavior and for collegial counseling and applyintegrate digital-related counseling in their professional practice MCK TC	-	SP reflect on their own professional digital-related practice, exchange ideas about it with colleagues, and draw conclusions for their future practice from this. PECS TC	SP use evidence-based models and methods as part of a systematic process to digitally gather and evaluate information, translating it into defensible decisions that help them advocate for the child and family. MCS TC
SPs digitally impart school psychological knowledge on the development of children and adolescents with different preconditions, including disabled or highly gifted pupils. SPs digitally support inclusive education and digital prevention and intervention options. PCS TC		SP support (digital) inclusive digital-related education PCS TC	SP know the impact of cultural diversity as well as the effect of prejudice on children's multimedia development. SP take this knowledge and the importance of language diversity into account in their digital-related work with children, families	SP can digitally inform target groups/individuals about relevant topics and evidence/practice-based findings in writing or orally as needed, e.g., talk to students about topics such as cyberbullying or to parents about educational practices in media education, to teachers about digital classroom management and adaptive	SP know the digital-related school law as well as national and international professional standards of SP on digital-related working and the most important laws and related guidelines of digital-related work, especially on data protection PCK TC	SP perform appropriate analysis and interpretation of digital quantitative and qualitative research data and disseminate findings orally and in writing in the digital space. MCS CC

			and schools, especially with regard to the use of appropriate and non-discriminatory digital diagnostic and intervention techniques. SP are sensitive to cultural and religious factors in parental media education of children. PECS CC	digital teaching, por to educational authorities about digital-related workplace equipment SCS CC		
SP are familiar with assistive digital resources to support students with special educational needs. MCK MC					SP are familiar with the digital transformation of SP at home and abroad as well as the digital-related roles of SP PCK TC	SP can digitally design studies using qualitative, quantitative, and mixed-methods approaches, and evaluate how each relates to an overarching research paradigm. MCS TC
SP have a sound knowledge of multimedia learning and apply it to improve the (multimedia) learning and development of children and young people. PCK TC					SP are sensitive to the impact of their digital literacy on their professional practice and target groups/individuals. PECA TC	
SP know theories of multimedia development of students and apply					SP are aware of the scope and limits of their competence. PECK TC	

this knowledge. PCK PCS TC						
SP can digitally feel through a diagnostic and/or consultation MCS TC					SP know the meaning of Professional associations in the SP for digital transformation in professional practice HFC TC	
SP have knowledge about the digital transformation of education, the school PCK MC					You critically assess aspects of a professional digital-related practice and exchange ideas with colleagues about it PKS TC	

4. MATCHING OF THE JOB-UNSPECIFIC CODE®-COMPETENCEATLAS WITH COMPETENCE PROFILES OF SPS;

result: occupation-specific CODE®- Competence atlas with 60 skills divided into P/MSS. The result was an adapted code competence atlas

CODE COMPETENCE ATLAS ADAPTED TO PROFESSIONAL PSYCHOLOGICAL PRACTICE					
SOCIAL COMPETENCE S					
Conflict Resolution capability	Cooperation ability	Ability to relate/ relation management	Social commitment	Intercultural competence	conscientiousness
Social problem solving capability	Communication skills	Consultancy	Willingness to understand	Fluency	Sense of duty
Integration skills	Ability to work in a team	Client orientation	Adaptability	Joy of Experimentation	Acquisition strength
PROFESSIONAL AND METHODOLOGICAL COMPETENCE PM					
Knowledge Orientation	Analytical skills/ Critical Thinking	Organizational skills	Planning skills	Objectiveness	Consistence
Psychological knowledge, skills and, transfer skills	Systematic-methodical approach	Conceptual strength	Project Management	Interdisciplinary knowledge and skills (information and communication management/use of ICT)	Methodical-technical problem solving Capability/ technical affinity
Result-oriented action	Assessment Skills/Analytical skills	Goal-centered leadership	Teaching Skills	Perseverance	
Professional recognition	Consequence/risk awareness	Goal-centered action/ Determination	Market knowledge	Diligence	
PERSONAL COMPETENCE P					
Normative-ethical attitude	Helpfulness	Openness to change	Operational readiness	Resilience	
Personal accountability	Willingness to learn	Reflection of own work/competence	Willingness to perform/ Drive	Discipline	
Self-Management Self organization/ Time management	Creativity	Joy of innovation	Design thinking	Loyalty	
Decision Making skills	Holistic thinking	Initiative/ Entrepreneurship	Reliability	Credibility	

with sixty necessary key competences for the SP profession in the classic four competence classes. The colored boxes marked the elements analyzed in the DICOSP online questionnaire.

5. MATCHING SP'S PROFESSIONAL AND COMPETENCE PROFILES AND PMSP /KAS

Competence formulations in education and training of Psy/SP/professions					
CODE Competence Atlas	**TUNING**	**TÜBINGEN/ DQR**	**AT + CH Training SP**	**IAAP**	**Ober länder**
SELF-COMPETENCE					
Loyalty; ability to act honestly		SP integrate research ethics knowledge into their profession and act accordingly.			
Normative-ethical attitude, ability to act ethically	Critical self-reflection on one's own professional practice and competences as a core characteristic of professional competence.	SP can critically reflect on theoretical approaches and research methodological approaches SP are able to consider societal, scientific, and ethical insights that arise from the application of their knowledge and from the decisions they make SP know the ethical principles in dealing with those seeking advice and those commissioning advice as well as scientific ethics SP have the competence to critically evaluate the validity and methodology of studies in empirical educational research. SP critically reflect on professional ethical principles of the profession of school psychology.	Knowledge of the basics for practicing the profession according to the mission statement (self-image) of school psychology educational counseling, the service law as well as the other relevant legal regulations, such as school laws, the Narcotic Substances Act, the Psychologists Act and the Psychotherapy Act. Reflection of one's own work with regard to empirically based, evaluated work Reflection on one's own professional role in the system of psychosocial care in the field of children and adolescents. Reflection of the knowledge of developmental psychology with regard to practical work with children, adolescents and parents Competence regarding legal and ethical aspects in practical work with children, adolescents and adults	Practices ethically Works evidence-based as a practitioner Reflects on own work	Ethics and morals

		SP are aware of research ethical challenges (data protection, contact with people seeking advice, duty of confidentiality, etc.). be able to critically question and reflect on the essential theories, methodological approaches and models of knowledge, communication and media psychology as well as central empirical findings be able to critically reflect on relevant professional literature;	Reflection and critical evaluation the own school psychological work, the role as a school psychologist, clarification of assignments, different assignments of Child Welfare, Child Protection and Child Rights (1 day; R. Kamber) of data protection, confidentiality and handling of reports		
Credibility, ability to act credibly					
Personal responsibility: ability to act responsibly		SP can work independently on scientific questions Have the ability to work independently on scientific issues Qualification for independent work as child and adolescent psychologists in the field of school psychology			
Employee development, ability to develop employees (P/S).					
Delegate: Ability to distribute tasks in a meaningful way (P/S).					
Humor: ability to look at oneself 'from the outside' in perspective(P/S).					
Helpfulness: ability to provide help to others (P/S).			Knowledge and skills in promoting cooperation in the field of school and with other institutions whose		

			assistance may be relevant to the school		
Commitment: Ability to act with full commitment (P/A).					
Self-management: ability to shape one's own actions (P/A).	**Self-organization**: setting goals; assessing needed resources; planning activities; organizing activities; monitoring own progress and performance.	SP are able to acquire new knowledge and skills independently and to carry out largely self-directed and/or autonomous independent research or application-oriented projects SP have the ability to work independently on scientific issues and to transfer this knowledge to practical concepts SP are able to acquire new knowledge and skills independently and to carry out largely self-directed and/or autonomous independent research or application-oriented projects SP apply supervision techniques independently SP can independently apply the acquired knowledge to a scientific problem in school psychology	Transfer of the acquired knowledge and skills into everyday working life		Autonomy and independence (self-management
Creative ability: ability to act creatively (P/A).		SP are able to develop concepts and discourses to answer school psychological questions (e.g. bullying issues, school absenteeism, behavior disorders,			innovative skills and creativity

		inclusion debate, etc.) Have the ability to work independently on scientific issues and apply this knowledge to practical concepts			
Openness to change: Ability to understand change as a learning situation and act accordingly (P/A).					Openness
Willingness to learn: ability to enjoy and succeed in learning(P/F).	Update and develop one's primary and enabling competences, knowledge and skills in accordance with changes in the field and the standards and requirements of the psychological profession, as well as national and European regulations (e.g., EFPA- regulations on EuroPsy).				Willingness to learn
Holistic Thinking: Ability to think and act holistically (P/F).		SP are able to integrate knowledge and deal with complexity			
Discipline: ability to act in approved discipline (P/F).					
Reliability: ability to act reliably (P/F)					
Decision-making ability: ability to make decisions promptly (P/A).		SP are able to make scientifically sound decisions even on the basis of incomplete or limited information			
Innovativeness: ability to embrace innovation (P/A)	Develop new interventions, products, and services that potentially meet current or future client needs and generate new forms of professional activity or business.				
Resilience: ability to act under internal and external stresses (P/A).					
Will to shape: Ability to shape something willfully (P/A).		SP have the competence to plan and implement their own research			

		projects appropriately			
Drive: ability to act energetically					
Mobility: ability to act in a mentally/physically mobile manner					
Willingness to execute: ability to perform actions well and with pleasure				Acts professionally	
Initiative: ability to actively initiate actions					
Optimism: ability to act with confidence					
Social competence					
Conflict resolution skills: ability to act successfully even under conflict conditions					
Ability to integrate: ability to work successfully with others.			Knowledge and skills in promoting cooperation in the field of school and with other institutions whose assistance may be relevant to the school Acquisition of scientifically based, practical, preventive and diagnostic/counseling competences through experience under supervision, ,collaboration with child and adolescent psychologists and psychotherapists working in practice as well as practice institutions.		
Ability to work in a team: ability to work successfully in and with teams		SP are able to take on prominent responsibility in a team			
Dialogue skills/customer orientation: ability to relate to others (customers, etc.) in conversation	Gathering information on the client's needs using appropriate methods until clarification of meaningful further activities Provide information to clients in a manner that meets client needs and expectations.	SP know the challenges of communicating with the public in a school psychology context. SP are familiar with the challenges of communicating with those seeking advice and those commissioning	Knowledge for information dissemination to the public		

		it, especially when clarifying the assignment, collecting data, reporting results, and interpreting results			
Acquisition strength: ability to recruit others for tasks and products					
Problem-solving ability: Ability to successfully design problem solutions		SP can apply their knowledge, understanding, and problem-solving skills to new and unfamiliar situations that have a broader or multidisciplinary connection to their field of study			Problem solving (problem solving knowledge, problem solving strategies),
Experimentation: ability to try new things in new situations, to act in a novel way					
Consultancy skills: ability to advise people and organizations			Knowledge and skills n promoting cooperation in the field of school and with other institutions whose assistance may be relevant to the school Teaching learning techniques (motivating, concentrating, work attitude, work and social behavior, work organization, etc.) and counseling in case of learning and performance problems Acquisition of skills in interviewing, counseling, counseling techniques, phases in counseling educational counseling, parent training. Counseling children with behavioral problems Counsel and actively coach young people Consulting/coaching of parents, teachers	Performs psychological interventions	

			and school administrators Consulting in the intercultural and migration context Mediation - Counseling in the area of tension between parents, teachers and school authorities		
Communication skills: ability to communicate successfully with others	Communication,reading and writing; giving audio-visual presentations; oral and written reporting; effective 2-way communication; interpreting people's intentions;	SP are able to communicate the current state of research and application to professional representatives and laypersons their conclusions and the information and motivations underlying them in a clear and unambiguous manner, to exchange information, ideas, problems and solutions with professional representatives and with laypersons at a scientific level and to assume prominent responsibility in a team SP can communicate with laypersons in the field of educational science (data generation and analysis by means of common statistical evaluation programs, communication of research results, preparation and implementation of advanced training courses and trainings) SP communicate a scientifically correct and generally understandable result feedback of their studies		Communicates effectively and appropriately	Netiquette communication

		Communicate the essential theories, methodological approaches and models of knowledge, communication and media psychology in a comprehensible way in different contexts (e.g. school, company).			
Relationship management: ability to manage personal and work relationships	Build and maintain relationships with other professionals and relevant organizations. Build and maintain relationships with (potential) clients, monitor client needs and satisfaction, identify opportunities to expand professional activity or business.		Acquisition of skills for relationship building and motivation building in school psychology.	Has appropriate rapport with clients and others	Networking
Adaptability: ability to adapt to people and circumstances		Ability to adapt and act in new situations		Works with diversity and shows cultural competence	
Ability to cooperate: ability to act successfully together with others			Acquisition of competences for interdisciplinary cooperation, cooperation with pediatricians, cooperation in the context of school: interdisciplinary cooperation with school professionals. Understanding of institutional networking, the importance for collaboration with mental health care organizations and institutions.		Data exchange with others Collaboration
Fluency: ability to speak smoothly.					
Quick-wittedness: ability to respond to others in a quick-witted manner					
Sense of duty: ability to act responsibly	Testing the service or product and evaluating its feasibility, reliability, validity, and other characteristics, taking into account the environment in which the service or product will be used.				Responsibility

Willingness to understand: ability to understand others and make oneself understood	Provides feedback to clients through appropriate verbal and/or audiovisual means in a setting relevant to the service being requested.				cultural aspects
Conscientiousness: ability to act conscientiously	Write reports to inform clients of the results of evaluations, service or product developments, interventions, and/or evaluations in a setting relevant to the service being requested. Establish and maintain a system for quality assurance of professional practice as a whole.				
Social commitment: ability to act in a socially energetic manner					
Giving impetus: Ability to provide impetus for action to others					
Technical and methodological competence					
Results-oriented action: Ability to act oriented to results	Introducing services or products and promoting their proper use by clients or other psychologists.	SP can independently set up and implement research designs and present these results in a standards-compliant manner.	Acquisition of competences for individual- and system-related assessment, consultation and intervention in the field of development, education and schooling.		Goals, attitude and motivation (self-control, determination) Information search
Goal-oriented leadership: Ability to orient others towards goals	Interact with clients to set goals for intervention/service; propose and negotiate goals with client, set acceptable and feasible goals, and establish criteria for evaluating goal achievement at a later date. Application of intervention methods that directly affect one or more individuals, according to the intervention plan, in a setting relevant to the service requested. Determine the appropriateness of the interventions in terms of adherence to the intervention plan and achievement of the set goals. Selecting an appropriate strategy to address posed problems based on			Sets relevant goals	

	reflection on the professional situation and one's own primary competences.				
Perseverance: ability to act persistently					
Consequence: Ability to act logically	Testing the service or product and evaluating its feasibility, reliability, validity, and other characteristics, taking into account the environment in which the service or product will be used				
Cross-Disciplinary Knowledge: Ability to address multidisciplinary knowledge in an inclusive manner.		to have in-depth knowledge in a subject area of knowledge, communication and media psychology, to be able to deal with questions in the field of knowledge, communication and media psychology in a scientifically sound and competent manner			Information Processing
Planning behavior: Ability to look ahead and act according to plan	Designing or adapting services or products according to requirements and constraints, taking into account the environment in which the service or product will be used. Development of an intervention plan suitable to achieve the set objectives in an environment relevant to the service in demand Design a plan for evaluating an intervention, including criteria derived from the intervention plan and goals set, in a setting relevant to the service being demanded.	SP have the competence to plan and implement their own research projects appropriately			
Market knowledge: Ability to acquire market knowledge and act accordingly.	Make current or potential clients aware of current and new products and services, contact clients, make business offers, market services, offer services after the service/marketing has been performed.				

Expertise: Ability to incorporate the latest specialized knowledge.		SP have an in-depth understanding of central topics, areas of responsibility and research methods in the application context of school psychology SP know the professional profile of a school psychologist and identify his or her areas of responsibility. SP have the knowledge of diagnostic processes in counseling and propaedeutics (hypothesis generation, test assessments, anamnesis, etc.). SP know aspects of school research in psychology, educational science and sociology and are able to reproduce them. SP know possibilities of intervention and prevention as well as political issues in the educational context SP have an overview of topics and history of empirical educational research and educational psychology SP have knowledge of central constructs and problems of empirical educational research and	Knowledge of psychological counseling, examination and expert witness work. Knowledge of psychological care and treatment of individuals or groups. Knowledge of psychological research in the field of school Detailed knowledge of the Austrian education system (especially entry requirements, contents and degrees of the different types of schools) and of the information sources and methods of information research essential for educational guidance, as well as knowledge of the entry requirements, contents and degrees of the different courses of study at universities of applied sciences and studies at academies and universities. Empirically based knowledge of counseling approaches in psychosocial work with children, adolescents, and parents. Knowledge in conversation management, group dynamics, moderation and mediation Acquisition of general scientifically based psychological basics/competences: School psychology in the interdisciplinary field of tension and the special relevance of clinical psychology; basics and specific topics of child and adolescent psychology and developmental	Has the necessary knowledge SK Has the necessary skills	Information Processing Programming Handling of hardware and software and their application,

		educational psychology. SP have knowledge of the theoretical basis of psychological diagnosis in school psychology practice. SP know central tests and diagnostic procedures for performance and personality assessments as well as for selected focal points M SP have knowledge of intervention options, training, counseling, and treatment concepts, risk reduction, and prevention SPs have an extended knowledge of theory, concepts and reflection and are thus specialized in areas of knowledge that are relevant for their planned professional practice in school psychology or research SP can conduct research at an appropriate level SP have an extended knowledge of theory, concepts and reflection and are thus specialized in areas of knowledge that are relevant to their planned professional practice in school psychology or research	psychology with special relevance for SP; School psychology in the context of inclusive education; Giftedness, giftedness ; Counseling for learning and performance problems Profound Developmental Disabilities (1 day; lic. phil. B. Jenny and Maria Harksen). Internalizing disorders (1 day; Dr. I. Kammerer) Learning Disorders: Dyscalculia (1 day; Prof. Moser) Learning Disabilities: Reading Literacy Disorder (1 day; lic. phil. S. Kempe Preti). Language Development: Speech and Language Disorders (1 day; lic. phil. S. Kempe Preti) Externalizing Disorders (1.5 days; Dr. R. Wettach) ADHD and the importance for school psychology (2 days; Dr. I. Kammerer) Learning disability, mental disability Learning theories Dealing with stress in children and adolescents Success in school: school development Selected topics of pedagogy in the context of school (1 day; Prof. K. Reusser) Special education services: too much, too little? What when for whom? Role of school psychology? Basics, referral pathways, options Children and media Pediatric assessments School as a learning context (school as a learning organization,		

		SP have experience in applying knowledge from psychology, empirical educational research, and educational psychology in school psychology practice SP have an overview of the quantitative methods of empirical educational research and educational psychology M **SP have knowledge of applied data analysis, which is a prerequisite for working on their own research questions M** reproduce and understand the essential theories, methodological approaches and models of knowledge, communication and media psychology and be able to apply them in different contexts (e.g. school, company) to problems in these fields of activity as well as know central empirical findings	evidence-based school development, professionalization of teachers, etc.) Crisis intervention and emergency psychology in the context of schools (1 day) Intervention in bullying and violence (1 Quality assurance, evaluation and public relations, presentation SPD Classroom-management		
Project management: ability to carry out projects successfully	Introducing services or products and promoting their proper use by clients or other psychologists.	SP carry out the recruitment process of test persons, as well as data collection / processing and analysis			
Consequence awareness: Ability to anticipate the	Defining the purpose of the service or product, identifying relevant				Safety (awareness of risks,

consequences of decisions	stakeholders, analyzing requirements and constraints, creating specifications for the product or service, taking into account the environment in which the service or product will be used				knowledge about safety) and laws
Teaching ability: ability to successfully communicate knowledge and experience to others			Knowledge for holding seminars		Training others
Professional recognition: Ability to recognize one's own professional skills as well as those of others.					
Knowledge orientation: ability to act on the basis of the latest state of knowledge	**Dealing with information:** Effectively gather information from books and journals; effectively gather information from documents; effectively gather information from others; design and conduct interviews; design and conduct surveys; document;	SP have a broad, detailed, and critical understanding at the cutting edge of knowledge in one or more specialty areas SP know central and current issues as well as selected problems of related disciplines SP know central and current issues as well as selected problems of related disciplines SP are able to classify current school psychological issues (e.g. bullying, school absenteeism, behavioral disorders, inclusion debate, etc.) in scientific theories.	Knowledge of implementation of school psychology-education counseling responsibilities. Application of knowledge in psychological counseling, examination and expert activities, especially in questions of 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.		Determination of own knowledge gaps
Objectivity: ability to act in a relevant, purposeful manner					effective use
Analytical skills: Ability to penetrate facts and problems	**Metacognition** Logical reasoning; critical thinking; application of various problem solving	SP have competences in the selection of appropriate procedures, taking into			Data Information Analysis

	strategies; evaluation of new developments; Conduct analyses according to evaluation plan and draw conclusions for the effectiveness of interventions in a setting relevant to the service being demanded.	account the strengths and limitations of their informative value SP conduct independent scientific studies to test a hypothesis			
Ability to make judgments: Ability to make accurate judgments about issues.	Evaluation of the service or product in terms of benefits, client satisfaction, ease of use, cost, and other aspects relevant to the environment in which the service or product will be used.	SP know how diagnostic procedures are assessed, compared, selected, evaluated and carried out and, based on this, are able to prepare a psychodiagnostic report themselves in a professional manner.			Information rating
Conceptual strength: ability to develop factually well-founded concepts for action		SP acquire in-depth knowledge and application competence of scientifically based working methods in clinical-psychological casework in childhood and adolescence. SP can apply their knowledge to practical concepts. SP will be able to conduct case work in clinical psychology and integrate these concepts into professional practice or scholarly activity. SP know the procedure in propaedeutic sessions and integrate this knowledge in counseling sessions SP can use their skills and knowledge in school, extracurricular (child and adolescent psychiatry, educational and			

		family counseling, etc.) and vocational areas. SP can plan, conduct, present, discuss and evaluate a research process as well as critically interpret self-generated research results and assess their relevance for practice			
Organizational skills: Ability to actively and successfully manage organizational tasks.	Identify, prepare, and implement interventions appropriate to achieve set goals using results of diagnostic and developmental activities. Designing and managing the practice that results in services, whether as a small business or as part of a larger private or public organization, including financial, human resources, operational, employee management offerings				Data organization
Systematic methodical approach: Ability to systematically pursue action goals in a methodical manner	Identify relevant characteristics of individuals, groups, organizations, and situations using appropriate methods. Conduct a diagnostic assessment using interviewing, testing, and observation of individuals in a setting relevant to the required performance. Developing services or products based on psychological theories and methods for use by clients or psychologists. Select and apply measurement techniques appropriate to the implementation of the assessment plan in an environment relevant to the service being demanded. Formulation of research questions, research strategies, research design issue (reliability, validity, replication); research	SP can help to shape diagnosis, goal clarification and change processes in the context of schools SP know practically relevant research questions that can be answered with the methods of empirical educational research or school psychology. SP can use quantitative methods of empirical educational research and educational psychology for evaluation at all levels of the educational	Skills in psychological care and treatment of individuals or groups. Diagnostic core competences Obtaining assessment information on child, family and school in the remedial diagnostic sense and multimodal and multiaxial diagnosis and classification according to IDC-10/MAS; intelligence and developmental assessments (most important tests, procedures and support and remedial approaches); school, performance, personality and disorder assessments (most important tests,	Performs psychological assessments and evaluation PI Performs psychological interventions	

	designs (experimental, cross-sectional, longitudinal, case study, comparative, etc.); ethical issues. Data collection (qualitative and quantitative) Hypothesis formulation and testing	system (e.g., school, classroom, students) SP can translate research and practice-relevant questions into scientific research designs plan and carry out theory-based scientific studies and be able to use statistical procedures for their own empirical studies in an IT-supported and methodologically appropriate manner be able to adequately apply basic computer-based methods for collecting, recording and analyzing psychological data Be familiar with principles of "open science" that support theory-driven, confirmatory psychological research	procedures and support and remedial approaches); neuropsychological assessments - neuropsychology and school psychology; ICF as a common language between school psychology and school; Standardized assessment procedures; Practical application and implementation ICF/SAV;		
Diligence: Ability to act in a focused and tireless manner.					

6. MATCHING SCHOOL PSYCHOLOGICAL COMPETENCES AND PMSP/KAS AND SCHOOL PSYCHOLOGICAL WORK FIELDS

(DETAILED MATRIX APPENDIX 4)

7. COLLECTION, SELECTION, AND INTEGRATION OF DC MODELS INTO A FRAMEWORK OF JOB-UNSPECIFIC PROFESSIONAL DIGITAL COMPETENCES

Main competence models - summary of considered digital and professional competence models relevant for psychology

YEAR	MODEL	COUNTRY	REFERENCE	COMMENT	COMPETENCE
2022	Orientation guide digital transformation	CH	https://www.sbfi.admin.ch/sbfi/de/home/bild	Grid of digital	Handling digital data Dealing with digital content

	for companies and vocational training institutions		ung/berufliche-grundbildung/digitale-transformation.html	professional competences based on DigComp 2.1	Use of ICT for communication and collaboration Protection and security in the digital space Dealing with information and communication technologies Problem solving in the digital space
2022	Competence model Digital Transformation. The State Chancellery for Digital Administration and E-Government of the Canton of Zurich	CH	https://www.zh.ch/content/dam/zhweb/bilder-dokumente/themen/politik-staat/kanton/kantonale-verwaltung/digitale-verwaltung/kompetenzmodell_digitale_transformation.pdf	Copmpe tence model based on Code Competence Atlas of ERPENBECK/ HEYSE	Digital competence profile for administration
2021	Competencias en TIC-ATIC/ Digital Competence Framework in Spain - certificate regulated by law	Spain	Law on the accreditation of a certificate of digital information and communication competence/ Decree 89/2009 from June 9, the the accreditation From competences in Information and Communication Technologies (ACTIC) regulates (DOGC no. 5398 from 11.6.2009 https://noticias.juridicas.atos/CCAA/ca-d89-2009.l		
2020	Professional Standards NASP	USA	Professional Standards NASP https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted		Professional Standards for School Psychologists In USA
2020	DigComp at work	Europe	Kluzer S., Centeno C. and O´Keeffe, W., DigComp at Work, EUR 30166 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-22558-4, doi:10.2760/17763, JRC120376 https://publications.jrc.ec.europa.eu/repository/bitstream/JRC120376/digcomp_at_work_090720_1.pdf		Digital Competence at work
2020	Conceptual Model of Digital Citizenship Education	Europe	Council of Europe (2020) Conceptual Model of Digital Citizenship Education https://rm.coe.int/0900001680a6afb7		Model of digital citizenship based on human rights agenda of the COE

			https://rm.coe.int/16809382f9. https://www.coe.int/en/web/digital-citizenship-education/home		
2020	ISPA Standards for Accrediting Professional Preparation Programs in School Psychology	International	The ISPA Standards for Accrediting Professional Preparation Programs in School Psychology https://www.ispaweb.org/wp-content/uploads/2020/05/Microsoft-Word-STANDARDS-January-2020-cx.-1.pdf		International professional competence profile of school psychologists
2019	Model of Digital competence at workplaces	DE	Oberlander, M., Beinicke, A. & Bipp, T. (2019). Digital competences: A review of the literature and applications in the workplace, Computers & Education (2019), Vol. 146. https://www.sciencedirect.com/science/article/pii/S0360131519303057 https://doi.org/10.1016/j.compedu.2019.103752		Overview on digital competence models at workplaces
2019	GENNER digital competence model	CH	Genner S. (2017) Kompetenzen und Grundwerte im digitalen Zeitalter, in: Aufwachsen im digitalen Zeitalter, Bern, Eidgenössische Kommission für Kinder- und Jugendfragen (EKKJ) pp. 9-15. https://sarah.genner.cc/uploads/5/1/4/1/51412037/kompetenzen_im_digitalen_zeitalter_-_genner.pdf		
2019	Profile de competences du psychologue Université de Liège	BE	https://www.fplse.uliege.be/upload/docs/application/pdf/2019-09/referentiel_competences_fplse_uliege_2019.pdf		Professional competence of psychologists by the Liège University/ Frenchspeaking Belgium
2019	Digital Youth worker's competence framework	Europe	Digital Youth Worker's competence Framework, open education and innovative practices for the capacity building of youth workers in the digital era (2019) https://drive.google.com/file/d/1HJBG3EeMcq		Digital Competence Framework for youth workers in Europe

			JVI9b4IQXXB0WDYe2yaO0W/view		
2019	SKILL IT competence framework for youth workers	Europe	Skill it competence framework- digital pathway for youth work, Skill IT for Youth Project https://digipathways.io/content/uploads/2019/10/IO2-Competency-Framework-Report.pdf https://digipathways.io/resources/competence-framework/		Digital Competence Framework for youth workers in Europe
2019	EUROPSY	Europe	EUROPSY- European Certificate in Psychology, EFPA Regulations on *EuroPsy* and Appendices 2019 https://www.europsy.eu/quality-and-standards/europsy-basic		EFPA Professional Profile of Psychologists in Europe
2018	Competence profile of SEN-Teachers/ Psychologists caring for people with cognitive disabilities/ Competence profile of SEN-Teachers/ Psychologists caring for people with cognitive disabilities	Netherlands	NVO,VGN,NIP (2018) Competentieprofiel van de orthopedagoog/psycholoog in de zorg voor mensen met verstandelijke beperkingen, Utrecht https://www.nvo.nl/bestanden/Bestanden_NVO_website/Producten/8003-1/NVO-NIP_Competentieprofiel_ZMVB.		Professional Profile of Psychologists working with people with cognitive deficits
2017	DigComp 2.1: The digital Competence Framework for Citizens	Europe	Carretero St., Vuorikari R., Punie Y. (2017) DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use, Luxembourg Publicyations Office of the European Union. https://publications.europ a.eu/s/cYFB https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use	DigComp 2.1 is a further development of the Digital Competence Framework for Citizens. Based on the reference conceptual model published in DigComp 2.0, we now present eight proficiency levels and examples of use applied to the learning and employment field.	○ Information and data competence ○ Communication and collaboration ○ Digital content creation ○ Safety ○ Problem solving
2017	Framework DigCompEdu	Europe	Redecker, C. European Framework for the Digital Competence of Educators: DigCompEdu. Punie, Y. (ed). Publications Office of the European Union,	European Standard of digital competence of teachers .	Area 1 focuses on the professional environment; Area 2 on finding, creating and sharing digital resources; Area 3 on managing and orchestrating the use of digital tools in teaching and learning;

			Luxembourg, 2017, ISBN 978-92-79-73494-6, doi:10.2760/159770, JRC107466. https://ec.europa.eu/jrc/ en/digcompedu https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/european-framework-digital-competence-educators-digcompedu https://ec.europa.eu/jrc/sites/jrcsh/files/digcompedu_german_final.pdf https://ec.europa.eu/jrc/sites/jrcsh/files/digcompedu_leaflet_de_2018-01.pdf https://ec.europa.eu/jrc/sites/jrcsh/files/digcompedu_leaflet_de-2018-09-21pdf.pdf		Area 4 on digital tools and strategies to enhance evaluation; Area 5 on the use of digital tools to empower learners; Area 6 on facilitating learners' digital competence. Areas 2 to 5 form the pedagogic core of the framework. They list competences educators need to foster effective, inclusive and innovative learning strategies, using digital tools.
2017	Digital competence grid of university teachers/ Digital framework of university teachers	DE	Eichhorn Michael, Müller Ralph, Tillmann Alexander (2017) Entwicklung eines Kompetenzrasters zur Erfassung der 'Digitalen Kompetenz' von Hochschullehrenden, conference paper. https://www.researchgate.net/publication/319678226_Entwicklung_eines_Kompetenzrasters_zur_Erfassung_der_Digitalen_Kompetenz_von_Hochschullehrenden		
2017	Knowledge and competences of psychologists in the national educational system of France Knowledge and competences of psychologists in the French national school system.	France	Psychologues de l'éducation nationale Référentiel de connaissances et de compétences https://www.education.gouv.fr/bo/17/Hebdo18/MENE1712359A.htm?cid_bo=115971		Professional Profile of School Psychologists in France including a competence profile

2017	Links between P21 and digital skills	Netherlands	Van Laar E. et al. (2017) The relation between 21st-century skills and digital skills: A systematic literature review. https://www.sciencedirect.com/science/article/abs/pii/S0747563217301590		Overview on link between P21 and digital competence
2016 and 2021	Digital education strategy in Germany	DE	Standing Conference of the Ministers of Education and Cultural Affairs 'Education in the Digital World - KMK Strategy' https://www.kmk.org/fileadmin/pdf/PresseUndAktuelles/2018/Digitalstrategie_2017_mit_Weiterbildung.pdf https://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2021/2021_12_09-Lehren-und-Lernen-Digi.pdf	Standard work of digital education in DE	
2016	ISTE Standards	INTER NATIONAL	International Society for Technology in Education. https://www.iste.org ISTE Standards for students 2016 International Society for Technology in Education. https://cdn.iste.org/www-root/Libraries/Documents%20%26%20Files/Standards-Resources/iste-standards_one-sheets_students-german_v2.pdf?_ga=2.165838781.2033668707.1612882298-996139445.1612882298 ISTE Standards for trainers (2018) https://cdn.iste.org/www-root/Libraries/Documents%20%26%20Files/Standards-Resources/iste-standards_one-		International Program to promote technological and digital competence in education

			sheets_education-leaders-german_vf.pdf?_ga=2.124304393.2033668707.1612882298-996139445.1612882298		
2016	Media competence model	BE	Flemish Knowledge Center for Media Literacy https://www.mediawijs.be/nl/mediawijsheid		Flemish Service to promote media competence in education
2016	Digi.kompP - Digital competences for teachers	AT	Gerhard Brandhofer, Angela Kohl, Marlene Miglbauer, Thomas Nárosy (2016) digi.kompP - Digital Competences for Teachers https://www.virtuelle-ph.at/wp-content/uploads/2016/01/digi.kompP_wissenschaftlicher-Artikel.pdf	DigKomP is a competence framework for teachers on the basis of the European DigComp for Teachers which serves as a self-assessment tool and for continued professional development of teachers.	○ digital competences and ICT competences (before studying teachers) ○ digital life (during studies) ○ being digitally creative (during studies) ○ teaching and learning digitally - pedagogics (during studies) ○ teaching digitally - content (during studies) ○ organising teachers activities digitally (during work experience) ○ digital school and teachers team (during work experience) ○ digital staff development (during work experience)
2016	Profile School Psychology in Flanders/Belgium	BE	Profiel van de schoolpsycholoog Gebaseerd op het ISPA School Psych Skills Model 2016 https://www.schoolpsychologie.be/wp-content/uploads/2018/01/Profiel-van-de-schoolpsycholoog.pdf		Professional Profile of School Psychologists in Flanders/Belgium
2016	Media Competence Model	DE	Competence model of the competence laboratory https://www.kompetenzlabor.de/wp-content/uploads/2018/07/KomLab_OER_Kompetenzmodell_2018.pdf		Media competence model based on the ERPENBECK model
2016	Core Competences in Professional Psychology	International	International Declaration on Core Competences in Professional Psychology of IAAP and IUPsyS https://cdn.ymaws.com/www.asppb.net/resource/resmgr/Guidelines/IPCP_-_THE_DECLARATION_Final.pdf		International Standard of professional competences of Psychologists
2015	Professional profile school psychology	DE	BDP (ed.) (2015) Schulpsychologie in Deutschland-Berufsprofil https://www.bdp-schulpsychologie.de/backstage2/sps/documen		Professional Profile of SP in Germany

			tpool/2015/berufsprofil.pdf		
2013	Digital Competence at the university	Spain	Larraz, V. (2013) La competència digital a la universitat, Doctoral dissertation, Universitat d'Andorra. http://hdl.handle.net/10803/113431		
2013	DIGITAL COMPETENCE FRAMEWORK FOR CITIZENS	Europe	Ferrari, A. (2013). DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe. Seville: European Commission, Joint Research Centre, Institute for Prospective Technological Studies.https://publications.jrc.ec.europa.eu/repository/bitstream/JRC83167/lb-na-26035-enn.pdf Ferrari, A. (2012) Digital competence in practice: an analysis of frameworks European Commission, JRC Technical Reports JRC 68116, Luxembourg: Publications Office of the European Union, ISBN 978-92-79-25093-4 (pdf) https://ifap.ru/library/book522.pdf https://publications.jrc.ec.europa.eu/repository/bitstream/JRC123226/digcompsat_2020.pdf https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework		European Standard of digital competence
2010	ACL	USA	Association of College and Research Libraries ACRL, Psychology Information Literacy Standards http://www.ala.org/acrl/standards/psych_info_lit		*ACRL Psychology Information Literacy Standards* are to: ○ Help psychology liaison librarians and psychology faculty design the content of information literacy instruction for students in psychology. ○ Make an evaluation of the information literacy skills of psychology students possible by delineating competences that should be assessed. ○ Encourage psychology liaison librarian and psychology faculty collaboration in the teaching of information literacy as a component of research methods in psychology.

2010	European Digital Agenda	Europe	European Union (2011) Digital Agenda for Europe https://eur-lex.europa.eu/legal-content/DE/TXT/PDF/?uri=CELEX:52010DC0245&from=en https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52010DC0245&from=en	The Agenda sets out how the EU will promote digital skills	
2007 and 2017	CODE® Competence Atlas	DE	Prof. Dr. John Erpenbeck, Prof. Dr. Werner Sauter Handbuch Kompetenzentwicklung im Netz - Bausteine einer neuen Lernwelt, Berlin John Erpenbeck / Lutz von Rosenstiel Handbook of Competence Measurement, Stuttgart https://www.kodekonzept.com/wissensressourcen/kode-kompetenzatlas/		One-size-fits-all competence model for work places
2007	P21 Framework	USA	The Partnership for 21st Century Learning, Washington (US) (2007) P21 Framework. http://www.p21.org/our- work/p21-framework	The P21 Framework represents both 21st century skills of students and support system	Information, Media and Technology Skills: Information Literacy, Access and Evaluate Information, Use and Manage Information. Media Literacy: Analyze Media Create Media Products ICT Literacy:Apply Technology Effectively
2006	Key competences for lifelong learning	Europe	European Union (2006) Recommendation 2006/962/EC on key competences for lifelong learning http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=cele x%3A32006H0962	The Reference Framework sets out eight key competences of which one is digital competence	○ Communication in the mother tongue ○ Communication in foreign languages ○ Mathematical competence and basic competences in science and technology ○ Digital competence ○ Learning to learn ○ Social and civic competences ○ Sense of initiative and entrepreneurship ○ Cultural awareness and expression
2006	NASP Blueprint of training and practice III	USA	Ysseldyke J., Burns M., Dawson P., Kelley B., Morrison D., Ortiz S., Rosenfield S. (2006) NASP School Psychology - a final blueprint of training and practice III.		Professional competence of School Psychologists

			https://www.naspcenter.org/blueprint/FinalBlueprintInteriors.pdf http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.180.1317&rep=rep1&type=pdf		
1997	ICDL/ECDL Model - International/European Computer Driving Licence	INT	https://www.icdleurope.org https://www.ecdl.ch/fileadmin/ECDL/CH/Dokumente/Downloads/ECDL_Syllabus_Xpert-Advanced_de_2021.pdf https://icdleurope.org/policy-and-publications/digcomp-and-icdl/	**ICDL (International Certification of Digital Literacy) is the international standard for digital literacy, based on DigComp**	Skills Taught: Computer & Online Essentials, word processing, spreadsheets and presentations, and. Special requirements such as databases, computing, image processing, project planning, e-health, digital marketing, and the Office program (word processing, spreadsheets, databases, presentations) at an advanced level.

7.1 DIGCOM CITIZEN VERSION 2.0

1. Partial competence: information and data competence (information competence according to LARRAZ)

1.1. Research, search and filter data, info and digital content.
Identify information needs, search for, access, and navigate among data, info, and content in digital environments, create and update personal search strategies.

1.2. Evaluate data, info, and digital content Analyze, compare, interpret, and critically evaluate credibility and reliability of data, info, and digital content sources.

1.3. Manage data, information and digital content Organize, store and retrieve data, information and content in digital environments, organize and process them in a structured environment.

2. partial competence: communication and cooperation (communication competence according to LARRAZ)

2.1 Interaction by means of digital technologies
interact using various digital technologies and understand appropriate digital communication in a given context

2.2. exchange of data, info and digital content by means of digital technologies
Act like a mediator, know about referencing and attribution practices

2.3.Engage as a citizen using digital technologies
Participate in society through the use of private and public digital services; seek opportunities to educate themselves; participate socially through appropriate digital technologies;

2.4.Collaborate using digital technologies
Use digital tools and technology for processes of collaboration, co-construction and co-creation of data, resources and knowledge;

2.5 Netiquette
Be aware of behavioral norms and know-how when using digital technologies and interacting in digital spaces,
Adapt communication strategies to specific audiences and be aware of cultural and age diversity in digital spaces;

2.6 Digital identity management
Establish one or more digital identities; be able to protect one's reputation; handle data generated in different tools, environments, and services;

3rd partial competence: Creation of digital content (multimedia competence according to LARRAZ).

3.1 Development of digital content

Create and edit digital content in various formats;
express themselves using digital media;

3.2 Integration and further processing of digital content

Modify, refine, improve, and integrate info and content into a body of knowledge to create new, original, and relevant content and knowledge;

3.3 Copyrights and licenses

Understand how copyrights and licenses apply to data, info, and digital content;

3.4 Programming

A set of understandable instructions for a computer system plan and develop to a given problem. Solve

4. partial competence: safety (technological competence according to LARRAZ)

4.1 Protect devices

Protect devices and digital content; understand risks and threats in digital environments; know security measures and give due consideration to reliability and privacy;

4.2 Protect privacy and personal information in digital environments; understand how personal information is used and shared, can protect self and others from harm; understand that digital services use a "privacy statement" to inform how personal information is used.

4.3 Protect health and well-being

Be able to avoid health risks and threats to physical and mental well-being due to the use of digital technologies; be able to protect themselves and others from dangers in digital environments, e.g., cyberbullying; be aware of the impact of digital technologies on social well-being and inclusion;

4.4 Protect the environment

Be aware of the impact of digital technologies and their use on the environment

5. partial competence: problem solving (technological competence according to LARRAZ)

5.1 Solve technical problems

Identify technical issues when using digital devices and environments and resolve them from simple troubleshooting to solving complex problems;

5.2 Analyze needs and find technical answers

Find, evaluate, select, and use digital tools and technological responses; identify needs and be able to identify, evaluate, select, and use digital tools and possible technological responses to address them; adapt digital environments to meet personal needs (e.g., barrier-free access).

5.3 Using digital technology creatively

Use digital tools and technologies to generate knowledge and innovate processes and products; engage in cognitive processing individually and collectively to identify and solve conceptual problems and problem situations in digital environments;

5.4 Identifying digital competence gaps

Understand where own digital literacy needs to be improved and updated; be able to support others in their digital literacy development; seek opportunities for training and keep up to date with digital developments.

MATCHING SCHOOL PSYCHOLOGICAL COMPETENCE AND DIGITAL PROFESSIONAL COMPETENCE
Information and data competence: ability to read, create and derive meaningful information from data
Browsing, searching and filtering data, information and digital content *SP can access, evaluate and utilize relevant professional information sources and technology in order to safeguard or enhance the quality of their services.* *SP know how to search, access, evaluate and apply online-assessments*
Evaluating data, information and digital content

SP display knowledge of how to review, evaluate and use technology for educational purposes and professional practice. *SP know and take into account the strengths and limitations of professional computer software e.g. test scoring, interpretive and psychological report writing programs, behavior analysis programs.*
Managing data, information and digital content *SP display knowledge of relevant professional information sources and technology.* *SP know technological methods and applications for research and evaluation, e.g. statistical and behavior monitoring software programs.* *SP use digital technology (e.g. internet, email, interactive video, distance learning) to acquire information, current research findings*
Communication and collaboration: successful sharing, interacting, engaging and collaborating through digital technologies
Interacting through digital technologies *SP use digital technology in communicating, collaborating, conducting research, evaluating programs and maintaining professional accountability.* *SP use digital technology to improve communication among students, parents, teachers and others.*
Sharing information and content through digital technologies *SP use digital technology in order to collaborate and share information and material among colleagues.*
Engaging in citizenship through digital technologies
Collaborating through digital technologies
SP use digital tools to improve the interaction with their target audience individually or in groups *SP use digital tools in order to be able to offer timely counselling and support for their target audience* *SP know technical tools for accessing, managing, disseminating information to enhance the consultation process.* *SP use digital technology in order to assess and evaluate students' behavior, performance, educational needs and progress.*
Netiquette
Managing digital identity
Digital content creation: developing, integrating, re-elaborating digital content
Developing digital content *SP use current digital technology resources when designing, implementing, evaluating professional programs and interventions* *SP use technology-based productivity tools, e.g., database, test scoring programs, basic office software as word processing, spreadsheets, presentation programs.* *SP modify and develop further existing digital resources and create new digital resources to improve their services.* *SP develop and apply new needs based digital formats of support* *SP know and develop needs based open educational resources.*
Integrating and re-elaborating content
Copyright and licenses *SP know, respect and apply copyright laws and licenses governing access to and use of information from various digital technologies, including e-books, remote tests, software and digital tools.*
Programming
Safety: protecting devices, personal data and privacy
Protecting devices
SP know how to use devices such as desktop computers, laptops, mobile phones, personal digital assistants, digital voice recorders for data gathering and storage, monitoring student performance, assessment, record keeping and communication with target audiences.
Protecting personal data and privacy

SP know, respect and apply professional, ethical and legal standards using digital technology (protection of private data, copyrights, licenses..). *SP know and take into account in their professional practice social implications of using digital technology.* *SP know methods how to protect online confidentiality of their target audience* *SP know how to protect effectively personal data.* *SP know methods of online-test security* *SP are able to help students, parents, teachers to know how and where to access technology, and how to evaluate its safety and value, how to use it to enhance classroom learning.*
Protecting health and wellbeing *SP know how to care for their digital wellbeing*
Protecting the environment
Problem solving: efficient and creatively identifying and solving problems in your professional field taking advantage of digital technologies
Solving technical problems
Identifying needs and technological responses *SP are aware of the digital divide, where technology is often more accessible to those with more economic resources, and take this knowledge into account in their professional practice* *SP are aware of the risks of the digital environment of young people, e.g. cyberbullying, sexting, potential addiction to technology, gaming.* *SP know how to prevent risks of the digital environment of young people and how to intervene.* *SP demonstrate awareness of resources for adaptive and assistive devices for students with special needs.* *SP reflect, evaluate and develop further meaningful application of digital technology for their professional practice.* *SP empower their target audience to be able to use digital technology in order to improve their health, physical, mental and social well-being and academic success.* *SP empower students to cope with risks of the digital environment and to use digital technology in a safe and responsible way.* *SP display knowledge of the impact of digital technology on students' learning and cognitive, physical, social, emotional, and moral development.*
Creatively using digital technologies
Identifying digital competence gaps SP know their own limits of digital competence and do not exceed them in their professional practice. SP care for their continued professional development concerning digital competence. SPs use online e-learning systems for their continued professional development.

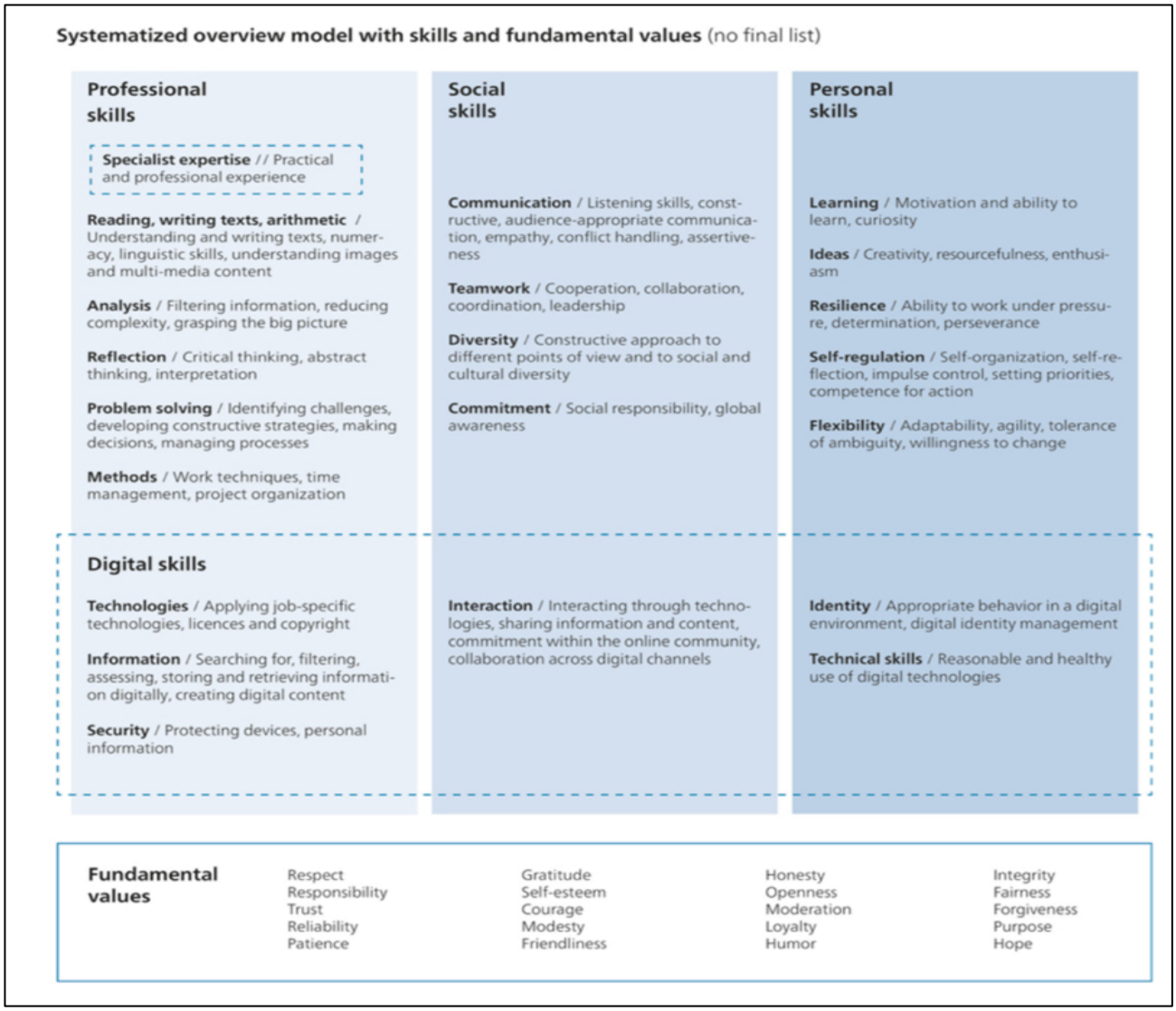
7.2. MODEL LARRAZ

Description indicators of information competence	**Performance indicators of information competence**
Recognizing the need for information	- Clear identification of the problem and definition of set goals - Identification of the information needed to solve the problem
Finding information	Selection and use of information sources of different types according to

	criteria of quality, accuracy and relevance.
Evaluate information	Critical analysis of found information
Organize information	- Manage selected information - Store and retrieve information
Information processing	Integration of information into own knowledge
Communicating information	

Descriptive indicators of technological competence	**Performance indicators of technological competence**
Digital citizenship	
Organization and software and hardware management	- Management of hardware according to own needs - Use of the software according to your own needs
Data processing in various formats	Processing of data in various formats (text, graphics, sound, moving images, hypertext)
Network communication	
Descriptive indicators of multimedia competence	**Performance indicators of multimedia competence**
Access to multimedia messages	
Understanding multimedia messages	- Understanding the importance of multimedia messaging - Evaluation of the style of multimedia messages Critical analysis of multimedia messages
Create multimedia messages	- Selection of suitable media for the creation of own messages - Multimedia message creation Dissemination of multimedia messages via communication media
Description indicators of communication competence	- **Performance indicators of communication competence**

7.3. MODEL GENNER



7.4. MODEL OBERLÄNDER et al. [2]

Oberländer et al. (2020) found 25 dimensions that constitute digital literacy in their literature review and empirical study of digital literacy in the workplace:

1 Handling hardware and software/programmes
2 Programming
3 Innovative capability and creativity
4 Information processing
5 Data organization
6 Effective usage
7 Communication
8 Collaboration
9 Networking

[2] Oberländer M., Beinicke A. & Bipp T. (2020), Digital competences: A review of the literature and applications in the workplace, Computers & Education, 146,103752, doi: https://doi.org/10.1016/ j.compedu.2019.103752.

10 Netiquette
11 Sharing data with others
12 Cultural aspects
13 Safety (consciousness for risks, safety knowledge) and laws
14 Responsibility
15 Goals, attitudes and motivation (self-control, goal orientation)
16 Readiness to learn and openness
17 Ethics and morals
18 Autonomy and independence (self-organization)
19 Problem solving (knowledge to solve problems,
problem solving strategies)
20 Teaching
21 Handling of application
22 Detecting lack of knowledge
23 Search for information
24 Data management filtering
25 Evaluation of information

7.5. MODEL VAN LAAR et al.

Dimensions of digital competences	Conceptual definition with operational components
Technical management	Ability to use (mobile) devices and applications to accomplish practical tasks and recognize specific online environments to navigate and maintain orientation. Key components: - ICT skills: understand the characteristics of (mobile) devices or applications. - ICT use: Perform basic (mobile) application operations and access resources for daily use. Avoid getting lost while navigating/surfing the web.
Information Management	The ability to use ICT to efficiently search, select, and organize information to make informed decisions about the most appropriate information sources for a given task. - Define: Using ICT to formulate a research statement to facilitate the search for information. - Access: using ICT to find and retrieve information from a variety of online sources. - Evaluate: use ICT to assess the usefulness and appropriateness of information for a particular purpose. - Manage: Using ICT to organize information for later retrieval.
Communication	Ability to use ICT to communicate information to others and ensure that meaning is expressed effectively. Key components (e.g., Claro, M., Preiss, D. D., San Martín, E., Jara, I., - Transmission of information: Using ICT to effectively communicate information and ideas to multiple audiences using a variety of media and online formats.
Cooperation	The ability to use ICT to build a social network and work in a team to share information, negotiate agreements, and make decisions with mutual respect for each other to achieve a common goal. -Interactive communication: create meaningfulness through exchange with a range of modern ICT tools. - Participation in discussions: Use of ICT to exchange ideas (e.g., on online platforms).
Creativity	The ability to use ICT to generate new or previously unknown ideas, or to treat familiar ideas in new ways, and to transform such ideas into a product, service, or process that is recognized as novel in a particular field. - Content creation: Using ICT to generate ideas or develop new ways of doing things.
Critical thinking	Ability to use ICT to make informed judgments and decisions about information and communications received, using reflective thinking and sufficient evidence to support claims. - Clarification: using ICT to ask and answer questions to clarify the problem.

	- Evaluation: using ICT to assess the suitability of a source for a particular problem. - Justification: Using ICT to make arguments for claims based on their consistency with other knowledge claims (e.g., personal, memory, testimony, coherence, rationality, replication). - Linking ideas: Using ICT to link facts, ideas, and concepts. - Novelty: using ICT to propose new ideas for discussion.
Problem solving	The ability to use ICT to cognitively process and understand a problem situation, combined with the active use of knowledge to find a solution to a problem. Key components (e.g., Greiff, Kretzschmar, Müller, Spinath, & Martin (2014) - Knowledge acquisition: using ICT to acquire tacit and/or explicit knowledge about the problem. - Knowledge application: using ICT to apply tacit and/or explicit knowledge about the problem to find a solution.
Ethical awareness	The ability to behave in a socially responsible manner by demonstrating awareness and knowledge of legal and ethical aspects of ICT use. - Responsible ICT use: Making decisions about the legal, ethical and cultural boundaries of personally and socially responsible ICT use based on an understanding of potential risks that exist on the Internet when using ICT. - Social impact of ICT: Understanding, analyzing and evaluating the impact of ICT in social, economic and cultural contexts when using ICT.
Cultural awareness	The ability to demonstrate cultural understanding and respect for other cultures when using ICT. - Intercultural communication: attitudes towards online communication and collaboration experiences with people from different cultures when using ICT.
Flexibility	The ability to adapt one's thinking, attitude or behavior to changing ICT environments - Adaptation to frequent and uncertain situations: Setting to change thinking, attitudes, or behavior to better adapt to current or future ICT environments.
Self-control	The ability to set goals for yourself and manage your progress in meeting those goals in order to assess your own progress in using ICT. - Objective: state learning or time objectives when using ICT. - Control: willingness of individuals to take control of their own learning when using ICT. - Initiative: proactively take steps toward decisions and/or actions in the use of ICT. - Monitor progress: Assessing whether previously set goals for ICT use have been met.
Lifelong learning	The ability to constantly explore new possibilities in the use of ICT that can be integrated into an environment to continuously improve one's skills. - Efficiency of knowledge generation: Use of ICT to create individually useful knowledge.

7.6. COMPETENCE LABORATORY on MEDIA COMPETENCE

https://www.kompetenzlabor.de/wp-content/uploads/2018/07/KomLab_OER_Kompetenzmodell_2018.pdf

Ability to cooperate

- Observes group dynamic processes of collaboration and values them as a productive form of joint action.
- Consciously uses new media to organize and coordinate collective action regardless of time and space factors.
- Has a digital network and uses it for effective collaboration and sharing.
- Involves the various competences of cooperation partners.

Communication skills

- Expresses him/herself appropriately for the media and communicates in a comprehensible manner.
- Interacts with others via new media in an open, benevolent, but non-detached manner, making contacts both quickly and thoughtfully.
- Persuades others through strong identification with own arguments.
- Responds to communication partners, meets objections objectively and with frustration tolerance, and shows appreciation.

Judgement

- Appropriately assesses facts and problem situations in new media based on a solid technical and methodological knowledge.
- Makes correct judgments based on a solid background of experience and values, even in uncertain situations or when knowledge is lacking.
- Continually increases own judgment through hands-on experience.
- Makes others understand one's own views and is thus able to convince them

Creative ability

- Seeks new applications or uses of new media.
- Sees change as opportunity and actively and creatively shapes the use of new media.
- Initiates the exchange of experiences as a source of suggestions and ideas, also using new media.
- Supports novel suggestions of others, encourages them to implement.

Decision-making ability

- Filters out the essentials from the large amount of information offered by the new media and sets priorities.
- Makes consciously sensible decisions with sufficient critical distance to the offers of new media.
- Uses new media to substantiate own decisions and weigh alternatives.
- Depending on the task or project, decides on courses of action that open up new media to achieve goals.

Personal responsibility

- On his/her own initiative, deals with socially significant values and derives personal values from them.
- Measures own medial actions against personal values and standards.
- Assumes responsibility, particularly in the context of his/her own professional training, on the basis of his/her own free decision.
- Acts conscientiously and prudently in the context of own media use both privately and in education.

Results-centered action with ICT

- Consciously pursues and realizes goals with great willpower, perseverance and activity within the framework of his/her own media activities and is not satisfied until clear results are available.
- Acquires technical-methodical knowledge about and with ICT for goal-oriented action.
- Proceeds in a highly motivated manner when concrete results are expected.
- Acts persistently to secure results in the face of temporary difficulties.

Openness to change

- Takes up and uses new impulses and trends from the field of new media.

- Responds openly to the demands resulting from changes in new media and continues to develop his/her own personality.
- Consciously and willingly faces problem and action situations with open outcomes.
- Actively seeks and implements innovative solutions and incorporates changes in products, technologies, methods, relationships and networking

Experimentation

- Explores design possibilities of new media imaginatively and likes to expose himself to open situations
- Tries out different media offerings and does not get discouraged by any setbacks
- Experiments with various media-based communication and collaboration solutions when dealing with problem situations
- Likes to take on challenges using the playful possibilities of new media

Analytical skills

- Quickly grasps problems and issues of and with media and can reproduce them in an orderly and clear manner
- Distinguishes between the essential and the unessential, condenses the flood of information in the media, gets to the heart of the matter quickly, recognizes trends and correlations and draws the right conclusions and strategies from them.
- Makes targeted use of figures, data and facts from various sources that are conveyed by the media
- Can illustrate facts in a structured way with the help of new media

Willingness to learn

- Uses new media to learn in an unprompted, self-organized, and highly engaged manner.
- Behaves with an open mind to new media and is interested in the experiences of others.
- Learns with a high level of developmental readiness and self-motivation.
- Learns informally using new media in education, study, social, and recreational settings.

Consequence awareness

- Acquires basic knowledge of technical, media and social impact contexts.
- Develops own sense of the consequences and implications of using new media.
- Considers possible consequences of own actions when using the Internet and social networks.
- Uses new media to discuss responsible behavior on the Internet and social networks.

Normative-ethical attitude

- Is guided by values and norms when interacting with people.
- Uses new media responsibly and in a value-oriented manner.
- Moves respectfully on the Internet and in social networks and adheres to the appropriate rules.
- Acts with high expectations of self and others when using new media.

Problem solving skills

- Identifies problems that have arisen in the use of new media.
- Develops and tests independent and motivated solution strategies using new media.
- Communicates approaches to solutions in groups or in the social environment.
- Involves others, including using new media, in problem solving.

Initiative taking

- Is immediately engaged in using new media in a variety of contexts and getting others excited about it.
- Think ahead and look for innovative uses of new media in work, social, recreational, and personal settings.
- Personally engages in the use of new media with great commitment.
- Actively leads work and tasks to success by developing own goals and ideas.

Ability to team work

- Likes to move around in digital networks and enjoys being productive with others.
- Knows the social specifics of media collaboration and acts accordingly.
- Can empathize with different points of view and mediates when opinions and interests differ.
- Actively contributes own ideas, but puts personal interests aside in favor of the group outcome

8. MATCHING DIGITAL C0MPETENCE PROFILES TO DIGCOM - PARTIAL COMPETENCES (KMK MODEL, CH Vocational Education DC, LARRAZ, OBERLÄNDER, VAN LAAR, COMPETENCE LABORATORY, ISPA STANDARD, GENNER)

DigComp	KMK	CH Vocational training DC	LARRAZ	VAN LAAR	ISPA Standard 3.2. technology	OBERLÄNDER	GENNER	Competence Lab
Information and data competence		https://berufsbildungdigital.ch/digitalkompetenz **https://www.ict-berufsbildung.ch/digitalisierung/kompetenzzentrum**	**Information Literacy**				**IT Competence**	
Research, search and filter data, info and digital content. Identify information needs, search for, access, and navigate among data, info, and content in digital environments, create and update personal search strategies.	Clarify work and search interests Use and further develop search strategies Search in different digital environments Identify and merge relevant sources	Accessing and searching for online information; articulating information needs; locating relevant information; selecting resources effectively; navigating among online sources; developing personal information strategies; levels: I am able to perform online searches using search engines. I know that different search engines can provide different results. I can search the Internet for information and can search for information online. I can express my information needs and select the appropriate information I find. I am able to use a variety of different search strategies when searching for information and browsing the Internet. I can filter and control the information I receive. I know who to follow online in information exchange places.	IC: Recognition of the need for information, clear identification of the problem and definition of set goals, identification of the information needed to solve the problem. Locating information: selecting and using information sources of different types according to criteria of quality, accuracy, and relevance.	**Technical management: the ability to recognize specific online environments in order to navigate and maintain orientation:** ICT skills: understanding the characteristics of (mobile) devices or applications. ICT use: Perform basic (mobile) application operations and access resources for daily use. Avoid getting lost while navigating/surfing the web. **Information management: the ability to use ICT to efficiently search, select, and organize information to make informed decisions about the most appropriate information sources for a given task:** Define: Using ICT to formulate a research statement to facilitate the	Knowledge about Have relevant information sources and technologies and access, evaluate, and use them in a way that ensures or improves the quality of school psychology services. Methods for accessing information sources. technological tools for accessing, managing and disseminating information to improve the consultation process.	Information search, data information analysis		Decision-making ability: Filters out the essentials from the large amount of information offered by the new media and sets priorities.

				search for information. - Access: using ICT to find and retrieve information from a variety of online sources.				
Assess data, info, and digital content Analyze, compare, interpret, and critically evaluate credibility and reliability of data, info, and digital content sources.	Analyze, interpret, and critically evaluate info/data Analyze and critically evaluate information sources.	Collection, processing, comprehension and critical evaluation of information, levels I know that not all online information is reliable I can compare different sources of information I look critically at the information I find and can cross-check and assess its validity and credibility.	IK:Evaluating information: Critical analysis of found information. Understanding Multimedia Messages: Understanding the meaning of multimedia messages, Evaluating the style of multimedia messages, Critically analyzing multimedia messages (Mskills).	- Evaluate: use ICT to assess the usefulness and appropriateness of information for a particular purpose.	School psychologists demonstrate knowledge of - How to review, evaluate, and use technology for educational purposes.	Information rating		Judgment Assesses facts and problem situations in new media appropriately on the basis of solid technical and methodological knowledge.
Management of data, information and digital content (storage, retrieval) Organize, store and retrieve data, information and content in digital environments, organize and process them in a structured environment.	Information and data -store securely, retrieve securely and retrieve securely from different locations -combine, organize and store in a structured manner.	Handling and storage of information and content for ease of retrieval; organization of information and content. I know how to save files and content (e.g., text, images, music, videos, and web pages). I know how to retrieve the content I have saved. I can store, back up, or tag files, content, and information and have my own retention policy. I can retrieve and manage information I have stored and backed up. I can use various methods and tools to organize files, content, and information. I can use different strategies to retrieve content that I or others have organized and stored.	Organizing information: managing selected information, storing and retrieving information, processing data, information in different formats (text, graphic, sound, moving image, hypertext). (= technology)	- Manage: Using ICT to organize information for later retrieval.	Use technological resources to access, manage, and disseminate information to improve the consultation process.	Data organization,Information processing		
Communication and cooperation (communication competence according to LARRAZ)	Communicate and interact		Communicating data/information (information literacy), accessing multimedia messages (MKompetence).	**Communication: the ability to use ICT to convey information to others and ensure that meaning is expressed effectively:** **Collaboration: the ability to use ICT to build a social network and work in a team to share information, negotiate agreements,**			Cooperation, communication	

				and make decisions with mutual respect for each other to achieve a common goal. **Cultural awareness The ability to demonstrate cultural understanding and respect other cultures when using ICT.**				
Interaction by means of digital technologies interact using various digital technologies and understand appropriate digital communication in a given context	Interact -communicate using various digital communication methods -select digital communication options in a way that is appropriate to the goal and the situation	Interact via various digital devices and applications; know the types of digital communications and how to adapt them to specific audiences. I can interact with others using basic functions of communication tools (e.g., cell phone, VoIP, chat, or email). I can use various digital tools to interact with others via advanced communication tool features. I use a wide variety of different tools for online communication. I can use digital communication types and channels in a way that best suits a particular purpose. I can select the format and types of communication appropriate to my target audience.	Network communication: regularly communicating online and offline through a network and adapting messages and resources as needed, taking into account benefits and risks of the network (technology literacy,KK) Dissemination of multimedia messages through communication media (M-competence).	-Interactive communication: create meaningfulness through exchange with a range of modern ICT tools. - Participation in discussions: Use of ICT to exchange ideas (e.g., on online platforms).	SP know Demonstrate awareness of resources for adaptive and assistive devices for students with special needs. Use technology to communicate, collaborate, conduct research, evaluate programs, and maintain professional accountability.		Maintain relationships	
Sharing of data, info and digital content by means of digital technologies Act like a mediator, know about referencing and attribution practices	Share Share files/info and links Master referencing practices (source citations)	Share information found (content and source); Proactively disseminate news, content, and resources; Knowledge of citation rules. I can share files and content with others using simple technical means (e.g., sending as attachments in emails, uploading images to the Internet). I may participate in social networking sites and online communities where I share or transmit knowledge, content, and information. I can set up and manage information distribution platforms.	Information and knowledge transfer (KK, information and technology competence): Appropriate presentation of information according to the topic and the target audience, dissemination of acquired knowledge.	Transmission of information: Using ICT to effectively communicate information and ideas to multiple audiences using a variety of media and online formats.	SP know the copyright laws that govern access to and use of information from various technologies, including books, tests, and software.	Data exchange with others Collaboration		Communication Skills: Expresses him/herself appropriately for the media and communicates in a comprehensible manner. Interacts with others via new media openly, sympathetically, but without aloofness and Makes contacts both quickly

								and thoughtfully. Persuades others through strong identification with own arguments. Responds to communication partners, meets objections objectively and with frustration tolerance, and shows appreciation.
Engage as a citizen using digital technologies Participate in society through the use of private and public digital services; seek opportunities to educate themselves; participate socially through appropriate digital technologies;	Actively participate in society: Use public and private services Passing on media experiences and bringing them into communicative processes Actively participate in society as a self-determined citizen	Participation in society through online engagement; knowledge of technology potential for participation in online society. I can use some basic online service functions (e.g. e-Tax, e-banking). I actively participate in online spaces. I can use more complex online services. I establish and manage online spaces.	Participation as citizens (technology and KK literacy): Leveraging Digital Citizenship Resources, Digital Collaboration.				Civic competence	
Collaborate using digital technologies Use digital tools and technology for processes of collaboration, co-construction and co-creation of data, resources and knowledge;	Working together Use digital tools to collaborate on bringing together info, data, and resources Use digital tools in the joint development of documents	Use of technology and media for teamwork, collaborative processes, and co-creation of knowledge, content, and resources. I can create and discuss output in collaboration with others using simple digital tools. I frequently and confidently use various digital collaboration tools and means to work with others to create and share knowledge, content, and resources. I can evaluate, deploy, and manage collaboration tools as appropriate to the situation.				Networking	Adaptability, ability to work in a team	Ability to cooperate: observes group dynamic processes of ZSA and appreciates them as a form of joint action. Consciously uses new media to organize + coordinate joint action independent of temporal and spatial factors. Has a digital network and uses it for effective

								ZSA u exchange. Involves the various competences of co-partners **Ability to work in a team** Likes to move around in digital networks and enjoys being productive with others. Knows the social specifics of media collaboration and acts accordingly. Is able to empathize with different points of view and mediates with different. opinions and interests. actively contributes own ideas, but puts personal interests aside in favor of the group result.
Netiquette Be aware of behavioral norms and know-how when using digital technologies and interacting in digital spaces, Adapt communication strategies to specific audiences and be aware of cultural and age diversity in digital spaces;	Knowing and adhering to rules of conduct (netiquette) Know and apply rules of conduct in digital interaction and cooperation Adapt communication to the respective environment Know and consider ethical principles of	Knowledge with regard to behavioral norms in online/virtual interactions; knowledge of cultural diversity aspects; ability to protect self and others from potential online dangers (e.g., cyberbullying). I know basic standards of behavior that are applicable when I communicate with others via digital tools. I know the principles of online etiquette and can apply them in my own context.		- Intercultural communication: attitudes towards online communication and collaboration experiences with people from different cultures when using ICT.	SP know ethical issues and social implications of the use of technology. SP know practice ethical, legal, and socially responsible behavior when using technology and computer software. SP know how to use appropriate terminology related to	Netiquette communication, cultural aspects	Cultural awareness, dealing with diversity	

	communication Considering cultural diversity in digital environments	I can apply the various aspects of online etiquette to different digital communication spaces and contexts. I have developed strategies to detect inappropriate behavior.			computers and technology in written and oral communication.			
Digital identity management Establish one or more digital identities; be able to protect one's reputation; handle data generated in different tools, environments, and services;		Creating, customizing, and managing one or more digital identities; ability to protect one's online reputation; handling the data one produces as a result of multiple accounts and applications I know the benefits and risks with regard to digital identity. I can form my online digital identity and keep track of my digital footprints. I can handle multiple digital identities depending on context and purpose. I can monitor the information and data produced by my online interactions. I know how to protect my online reputation.					Responsibility, resilience, civic competence, self-direction,	
3rd partial competence: Creation of digital content (multimedia competence according to LARRAZ).	Produce and present	https://berufsbildungdigital.ch/digitalkompetenz		**Creativity: the ability to use ICT to generate new or previously unknown ideas, or to treat familiar ideas in new ways, and to transform such ideas into a product, service, or process that is recognized as novel in a particular field:**		innovative skills and creativity	Media competence	

Digital Content Development Create and edit digital content in various formats; express oneself using digital media;	Develop and produce Know and use several technical machining tools Plan a production and design, present, publish, or share it in various formats.	Creation of content in various formats, including multimedia; editing, enhancement, and integration of content created by oneself or others I can create simple digital content (e.g., text, images). I can create digital content including multimedia in various formats. I can create digital content in a variety of formats, platforms, and environments. I can use a variety of digital tools to create multimedia outputs.	Data processing in various formats (technology) Selection of appropriate media to create own messages, creation of multimedia messages, dissemination of MM via communication media (KK, MK).			Openness	Communication	Creative ability Searches for new ways to apply or use new media. Sees change as an opportunity and actively and creatively STABILIZES THE USE OF NEW MEDIA Initiates the exchange of experiences as a source of suggestions and ideas, also using new media Supports novel suggestions of others, encourages them to implement them.
Integrate and process digital content Modify, refine, enhance, and integrate info and content into a body of knowledge to create new, original, and relevant content and knowledge;	Further processing and integration Edit, merge, present, and publish or share content in multiple formats. Process information, content and existing digital products and integrate them into	Creation of content in various formats, including multimedia; editing, enhancement, and integration of content created by oneself or others I can create simple digital content (e.g., text, images). I can create digital content including multimedia in various formats. I can create digital content in a variety of formats, platforms, and environments. I can use	Processing of information: integration of information into own knowledge (information literacy)	Content creation: Using ICT to generate ideas or develop new ways of doing things.			Summarize information, innovation, productivity	

	existing knowledge	a variety of digital tools to create multimedia outputs.						
Copyrights and Licenses Understand how copyrights and licenses apply to data, info, and digital content;	Observe legal requirements Know the meaning of copyright and intellectual property Consider copyrights and rights of use (licenses) for own and third-party works Observe personal rights	Knowledge about the application of copyrights and licenses to information and content I know that some of the content I use may be subject to copyright. I have a basic knowledge of the differences between copyright and usage rights, copyleft and creative commons, and can apply this to the content I create. I know how different types of licenses apply to the information and resources I use and create.					Honesty	
Programming A set of understandable instructions for a computer system plan and develop to a given problem. Solve						Programming	IT Competence	
4. partial competence: safety (technological competence according to LARRAZ)	**Protect and act safely** **Operating securely in digital environments** Risks. And know, reflect and consider dangers in digital environments. Develop and apply strategies for protection			**Technical Management: the ability to use (mobile) devices and applications to accomplish practical tasks and to recognize specific online environments in order to navigate and maintain orientation.**		Safety (awareness of risks, knowledge about safety) and laws	Internet literacy	
Protect devices **Protect** devices and digital content; understand risks and threats in digital environments; know security measures and give due consideration to reliability and privacy;		Protection of own devices and understanding of online risks and threats; knowledge of security and security measures. I can take basic steps to protect my device (e.g., use antivirus, passwords). I know how to protect my digital devices and can apply security strategies. I update my security strategies frequently. I can actively intervene when the device is threatened.					Responsibility	
Protect privacy and personal information in digital	**Protect personal data and privacy**	Understanding of common terms of use; active protection of personal data;					Responsibility, appreciat	

environments; understand how personal information is used and shared, can protect self and others from harm; understand that digital services use a "privacy statement" to inform how personal information is used.	Consider measures for data security and against data misuse Protecting privacy in digital environments through appropriate measures Constantly update security settings Take into account the protection of minors and consumer protection measures	understanding of other people's privacy; own protection against online fraud and threats as well as cyber bullying. I know that I can only share certain types of information about myself or others in online environments. I can protect my own privacy and that of others online. I have a general understanding of privacy issues and a basic knowledge of how my data is collected and used. I often change the default privacy settings of online services to improve the protection of my privacy. I have a reflective and broad understanding about privacy issues and know how my data is collected and used.					ion, honesty,	
Protect health and well-being Be able to avoid health risks and threats to physical and mental well-being due to the use of digital technologies; be able to protect themselves and others from dangers in digital environments, e.g., cyberbullying; be aware of the impact of digital technologies on social well-being and inclusion;	Protect health Avoiding the dangers of addiction, protecting yourself and others from possible dangers Using digital technologies in a health-conscious way Leveraging digital technologies for social well-being and inclusion	Avoiding health risks associated with technology use in terms of threats to physical and psychological well-being. I know how to avoid cyberbullying. I know that technology can affect my health if misused. I know how to protect myself and others from cyber bullying and understand the health risks associated with technology use (ergonomic aspects, technology addiction). I know about the correct use of technology to avoid health problems. I know how to maintain a good balance between online and offline worlds					Empathy, responsibility	
4.4 Protect the environment Be aware of the impact of digital technologies and their use on the environment	Protect nature and environment Considering the environmental impact of digital technologies	Overview of the impact of information and communication technology on the environment. I take essential measures for the economical use of resources (e.g. energy saving). I understand the positive and negative aspects of using technology with respect to the environment. I have a reflective viewpoint on the					Responsibility	

		impact of technology on everyday life, online consumption, and the environment.						
5. partial competence: problem solving (technological competence according to LARRAZ)	**Problem solving and action**	**8.Technologies** **8.1 Sensor technology** Application and use of sensors for process automation; value and benefit enhancement of products and services I know the different types and basic functions of sensors. I can control and maintain sensors in existing implementations. I can plan, integrate and install sensors in products. **8.2 Human-intelligent machine interaction** Use of intelligent system for automation (robotics); interaction with the physical world; application of artificial intelligence. I know the possibilities of interaction with intelligent systems. I can apply intelligent systems in a sensible way. I can plan and implement the use of intelligent systems. **8.3.IoT Integration of physical objects into Internet-like structures** I know the basic ways of incorporating physical objects into the Internet. I can connect physical objects to the Internet. I can plan, implement and integrate the inclusion of physical objects into processes. **8.4 Dealing with job-specific digital technologies** Use of subject-specific software; use and operation of related equipment; assessment of application possibilities; situation-specific adjustments I can use the subject-specific software in its basic function and the		**Problem Solving: The ability to use ICT to cognitively process and understand a problem situation in combination with the active use of knowledge to find a solution to a problem:** - Knowledge acquisition: Using ICT to acquire implicit and/or explicit knowledge about the problem. - Knowledge application: using ICT to apply tacit and/or explicit knowledge about the problem to find a solution.		Problem solving (problem solving knowledge, problem solving strategies),	ICT skills, problem solving	

		associated equipment for my everyday work. I can use the subject-specific software in all its functions and the associated equipment for my everyday work. I can make situation-specific adjustments (parameterization) and assess their possible uses.						
Solve Technical Problems Identify technical problems when using digital devices and environments and solve them from simple troubleshooting to solving complex problems;	Solve technical problems Formulate requirements for digital environments Technical problems identified Identify needs for solutions and find solutions bzuw. Develop solution strategies **Use tools according to requirements** Know and creatively use a variety of digital tools Formulate requirements for digital tools Identify appropriate tools for the solution Customize digital environments and tools for personal use	Identification of potential problems and their resolution (starting with fault location and ending with the resolution of more complex problems). I can ask for targeted support and help when technology isn't working or I'm using a new device, program or application. I can solve simple technology problems myself. I can solve a variety of problems that arise from the use of technology.			SP understand the strengths and limitations of professional computer software (e.g., test scoring, interpretive and psychological reporting programs, behavior analysis programs). Performance indicators: school psychologists ...	Handling of hardware and software and their application	ICT competences	**Problem,solvability** Identifies problems that have arisen in the use of new med. Develops and tests solution strategies independentlly and with motivation using new Media . Communicates approaches to solutions in groups or in the social environment. Involves others, including using new media, in problem solving.
Analyze needs and find technological responses Find, evaluate, select, and use digital tools and technological responses; identify needs and be able to identify, evaluate, select, and use digital tools and possible technological responses to address them; adapt digital		Assess specific needs in terms of resources, tools, and skill development; match needs with possible solutions; adapt tools to personal needs; critically evaluate possible solutions and digital tools. I can use some technology to solve problems in a limited task area. I can select a digital tool for a routine matter.		**Critical Thinking: The ability to use ICT to make informed judgments and decisions about information and communication received, using reflective thinking and sufficient evidence to support claims:** - Clarification: using ICT to ask and answer	Know SP technological methods and applications for research and evaluation (e.g., software programs for statistics and behavior monitoring). SP know how to use technology-based productivity	Openness	Social justice, flexibility, adaptability,	

environments to personal needs (e.g., barrier-free access).		I can solve a non-routine task using technology. I can select a suitable tool according to the purpose and I can evaluate the effectiveness of the tool. I can select a tool, software, or service for a task with which I am not familiar. I am aware of new technological developments. I understand how new tools work		questions to clarify the issue. - Evaluation: using ICT to assess the suitability of a source for a particular problem. - Justification: Using ICT to make arguments for claims based on their consistency with other knowledge claims (e.g., personal, memory, testimony, coherence, rationality, replication). - Linking ideas: Using ICT to link facts, ideas, and concepts. - Novelty: using ICT to propose new ideas for discussion.	tools (e.g., word processing, databases, spreadsheets, test scoring programs) to promote effective and efficient services.			
Using digital technology creatively Use digital tools and technologies to generate knowledge and innovate processes and products; engage in cognitive processing individually and collectively to identify and solve conceptual problems and problem situations in digital environments;	Use digital tools and media for learning, working and problem solving 5.4.1 Find, evaluate, and use effective digital learning opportunities. 5.4.2 Be able to self-organize personal system of networked digital learning resources. **Recognize and formulate algorithms** 5.5.1 Know and understand modes of operation and basic principles of the digital world. 5.5.2 Recognize and formulate algorithmic structures in digital tools used. 5.5.3 Plan and use a structured, algorithmic sequence to	Innovation with technology; expression of own creativity through digital media and technologies I know that technologies and digital tools can be used for creative purposes. I can use technologies creatively to a certain extent. I can use technology for creative outputs and I can use technology to solve problems (e.g., visualizing problems). I collaborate with others to produce innovative and creative outputs. I can solve conceptual problems by taking advantage of technology and digital tools. I proactively collaborate with others to produce creative and innovative outputs. **Use of subject-specific digital technologies - Application of subject-specific software** Application of settings, program changes, program applications, software, devices; understanding of the principles of programming. I can change some simple functions on software and applications (apply basic settings).		**Creativity: the ability to use ICT to generate new or previously unknown ideas, or to treat familiar ideas in new ways, and to transform such ideas into a product, service, or process that is recognized as novel in a particular domain:** Content creation: Using ICT to generate ideas or develop new ways of doing things.	SP know use of current technology resources in the design, implementation, and evaluation of programs and interventions for children.		Creativity, curiosity, leadership, entrepreneurial thinking,	

	solve a problem.	I can make several changes to software and applications (advanced settings, simple program changes in the form of scripts). I can intervene in (open) programs, modify them, change or write source code. I can write code and programs in multiple languages. I understand the systems and functions behind programs.						
Identifying digital competence gaps Understand where own digital literacy needs to be improved and updated; be able to support others in their digital literacy development; seek opportunities for training and keep up to date with digital developments;	**Identify own deficits and look for solutions** Recognize own deficits in the use of digital tools and develop strategies to eliminate them Share own strategies for problem solving with others			**Self-direction:** goal setting: state learning or time goals when using ICT. **Lifelong learning: The ability to constantly explore new possibilities in the use of ICT that can be integrated into an environment to continuously improve one's skills:** - Knowledge generation efficiency: Using ICT to create individually useful knowledge.	SP know use of technologies (e.g., CD/DVD-ROM, Internet, e-mail, interactive video, distance learning) to obtain information, current research, and professional development.	Willingness to learn , Determination of own knowledge gaps	Ability to learn, self-reflection, self-efficacy, self-discipline, self-direction.	Willingness to learn Uses new media to learn in an unprompted, self-organized, and highly engaged manner. Behaves with an open mind to new media and is interested in the experiences of others. Learns with a high level of developmental readiness and self-motivation. Learns informally using new media in training, study, social environment and in the leisure sector. Ownership: On his/her own initiative, deals with socially significant values and derives personal

								values from them. Measures own medial actions against personal values and standards. Takes responsibility in particular within the framework of its own professional training from free Decision true. Acts conscie and prudentl context of ow use both p and in educat
6. learner orientation Promoting digital competence of learners Enabling learners to use digital media creatively and responsibly for information, communication, content creation, well-being, and problem solving; using digital media for differentiation and individualization as well as for active learner engagement; using digital technologies and strategies to improve performance assessment; planning the use and design of digital media in teaching and learning, selecting, creating, and publishing digital resources.	**Analyze and reflect** **Analyze and evaluate media** 6.1.1. know and evaluate design means of digital media offers. 6.1.2 Recognize and evaluate interest-driven setting, dissemination and dominance of topics in digital environments. 6.1.3 Analyze the effects of media in the digital world (e.g., media constructs, stars, idols, computer games, media representations of violence) and deal with them constructively. **6.2. understand and reflect on media in**					Training others		

	the digital world 6.2.1 Knowing the diversity of the digital media landscape 6.2.2 Recognize opportunities and risks of media use in different areas of life, reflect on own media use and modify it if necessary. 6.2.3. analyze and assess the benefits and risks of business activities and services on the Internet. 6.2.4. know the economic importance of digital media and digital technologies and use them for own business ideas 6.2.5 Know and use the importance of digital media for political opinion-forming and decision-making. 6.2.6 Recognize, analyze, and reflect on the potential of digitization in terms of social integration and social participation.							

7**. Professional engagement** Use of digital media for communication, collaboration, and professional development.	Digital competences: searching, filtering, storing, recalling, evaluating information, develop and integrate content, licences and copyrights, interaction via technologies, sharing information and content, engagement in an online-society, collaboration via digital channels, behavior in managing digital identity, Protection of devices, personal data, health and environment; human-machine-interaction, solving technical problems, identifying needs and technical solutions, innovation and creative use of technology, development of programs			**Ethical awareness: The ability to behave in a socially responsible manner by demonstrating awareness and knowledge of legal and ethical aspects of ICT use.** - Responsible ICT use: Making decisions about the legal, ethical and cultural boundaries of personally and socially responsible ICT use based on an understanding of potential risks that exist on the Internet when using ICT. - Social impact of ICT: Understanding, analyzing and evaluating the impact of ICT in social, economic and cultural contexts when using ICT. **Flexibility: The ability to adapt one's thinking, attitude or behavior to changing ICT environments:** Adaptation to frequent and uncertain situations: Attitude to change one's thinking, attitudes, or behavior to better adapt to current or future ICT environments. **Self-direction: The ability to set goals for yourself and manage your progress in achieving them in order to assess your own progress in using ICT:** - Goal setting: stating learning or time goals when using ICT. - Control: willingness of individuals to take control of their own learning when using ICT. - Initiative: proactively take steps toward decisions and/or actions in the use of ICT.		Goals, attitude and motivation (self-control, determination) Autonomy and independence (Self-management) Ethics and morality, responsibility, effective use		Judgment Appropriately assesses facts and problem situations in new media based on a solid technical and methodological knowledge. Makes correct judgments based on a solid background of experience and values, even in uncertain situations or when knowledge is lacking. Continually increases own judgment through hands-on experience. Makes others understand one's own views and is thus able to convince them. **Decision-making ability:** Makes consciously reasonable decisions with sufficient critical distance to the offers of new media. Uses new media to substantiate own decisions and weigh alternatives. Depending on the task or project, decides on courses of action that open up new media to achieve goals. **Result-oriented action** **Success-oriented**

				- Monitor progress: Assessing whether previously set goals for ICT use have been met. **Lifelong learning: - Efficiency of knowledge generation: Use of ICT to create individually useful knowledge.**				**action with ICT** Consciously pursues and realizes goals with great willpower, perseverance and activity within the framework of his/her own media activities and is not satisfied until clear results are available. Acquires technical-methodical knowledge about and with ICT for goal-oriented action. Proceeds in a highly motivated manner when concrete results are expected. Acts persistently to secure results in the face of temporary difficulties. **Openness to change** **Openness to change** Takes up and uses new impulses and trends from the field of new media. Responds openly to the demands resulting from changes in new media and develops its own personality. Consciously and willingly faces problem and action situations with open outcomes.

								Actively seeks and implements innovative solutions and binds changes to products, technologies, methods, relationships and networks. EExperimentation Explores design possibilities of new media imaginatively and likes to expose himself to open situations Tries different media offerings and does not get discouraged by any setbacks Experiments with various media-based communication and collaboration solutions when dealing with problem situations Likes to take on challenges using the playful possibilities of new media **Analytical skills** Quickly grasps problems and issues of and with media and can reproduce them in an orderly and clear manner Distinguishes between the essential and the unessential, condenses the flood of information in the media,

								gets to the heart of the matter quickly, recognizes trends and correlations and draws the right conclusions and strategies from them. Makes targeted use of figures, data and facts from various sources that are conveyed by the media Can illustrate facts in a structured way with the help of new media **Consequence awareness** Acquires basic knowledge of technical, media and social impact contexts. Develops own sense of the consequences and implications of using new media. Considers possible consequences of own actions when using internet and social Networking. Uses new media to discuss responsible behavior on the Internet and in social networks. **Normative-ethical attitude** Is guided by values and norms when

								interacting with people. Uses new media responsibly and in a value-oriented manner. Moves respectfully on the Internet and social networks and adheres to the correspondin g rules. Acts with hih expectations of self and others when using new media. **Initiative** Is immediately engaged in using new media in a variety of contexts and getting others excited about it. Think ahead and look for innovative uses of new media in work, social, recreational, and personal settings. Personally engages in the use of new media with great commitment. Actively leads work and tasks to completion by developing own goals and ideas.

9.MATCHING SCHOOL PSYCHOLOGICAL COMPETENCE AND DIGITAL PROFESSIONAL COMPETENCES CATEGORIZED ACCORDING TO THE COMPETENCE CLASSES INFORMATION AND DATA COMPETENCE, MEDIA COMPETENCE, COMMUNICATION COMPETENCE, AND TECHNOLOGY COMPETENCE.

Professional digital competence	
Information and data literacy	includes KAS related to school psychology practice for **handling digital information (data, content) and information management:** > Recognition of digital information needs (identification of the problem and definition of the goal; identification of the digital information needed to solve the problem) > Search, recognize, locate, access, navigate among digital information (know and use digital information sources for quality, accuracy, and relevance, create and update personal search strategies). > Evaluate digital information (critical analysis, filtering and selection according to quality, accuracy, relevance). > Organization (management) of digital information (create, customize, secure, store, retrieve, delete information at different electronic storage locations). > Processing of digital information (create, delete, adapt) > Use of digital resources to formulate a research statement. > Use of digital resources to facilitate the search for information (reduction of complexity).
Communication competence	includes KAS for **expert, safe, ethical use of digital resources for communication and collaboration** based on a digital identity, which includes aspects of intercultural competence and inclusive practices: > Creation of digital messages (selection of suitable media, creation and dissemination of messages via various digital communication media) > Communication of digital information (forwarding, publishing, professional use of digital terminology) > Conveying information and knowledge through the presentation and dissemination of digital messages according to the content, context, and target audience. > Adaptation of digital resources and messages to the context and needs of the communication participants. > Sharing digital information (data, content) using digital resources with knowledge and attention to referencing and attribution practices. > Communication via a digital network, taking into account the advantages and risks of a digital network > Participation in digital citizenship (use of digital citizenship resources, civic engagement through use of digital resources, digital collaboration). > Leverage digital resources for co-construction and co-creation of data, resources, and knowledge. > Be aware of and respect digital norms of behavior when using digital resources and interacting in digital spaces (netiquette). > Be able to set up, manage and protect your own digital identity
Media competence	Includes KAS for **expert creative and critical use of diverse digital and multimedia content (data, messages, information),** such as text, audio, and video. > Knowledge of and access to a wide variety of digital resources and digital communications

	> Understanding digital messages (understanding the meaning and impact of digital media and messages, critically analyzing messages, evaluating messages. > Development and production of digital messages (selection of appropriate digital resources, use of common application software, creation, design and presentation of messages in various formats, distribution of messages through various digital media). > Knowledge, handling and consideration of copyrights and licenses in the digital space. > Knowledge and application of programming techniques > Processing and integration of digital information (further processing existing digital products, adapting them and integrating them into existing knowledge) > Understanding and reflecting on media in the digital world
Technology competence (protection, security, problem solving)	Includes KAS for solving problems and risks in dealing with digital resources and for solving problems and risks using digital resources (risk and change management). > Knowledge and use of digital resources > Use digital resources to communicate and collaborate safely, appropriately, and ethically. > Recognize and formulate algorithms > Recognize, analyze, and solve opportunities, problems, and risks of using digital resources (recognize need for technical solutions, be able to adapt digital resources to needs). > Development and application of suitable (digital) solution strategies and protective measures for problems and risks arising from the use of digital resources (protection of hardware and software, protection of health and well-being, environmental protection, protection of privacy and personal data) > Develop and apply creative digital-related problem solving (innovate new knowledge, products, processes; individually and collectively identify and solve conceptual problems in digital environments). > Identifying digital competence needs and using them to improve digital competence > Reflecting on one's own digital usage behavior

10. MATCHING CODE®COMPETENCEATLAS KEY COMPETENCES SORTED BY MEDIA COMPETENCES AND PMSP/ KAS

PROFESSIONAL COMPETENCE			METHODOLOGICAL COMPETENCE			SOCIAL COMPETENCE			SELF-COMPETENCE		
Knowledge	Skills	Attitude	Knowledge	Skills	Attitude	Knowledge	Skills	Attitude	Knowledge	Skills	Attitude
	Judgment			Results-oriented action with ICT			Ability to cooperate			Creative ability/creativity	Personal responsibility
				Analytical skills			Communication skills				Openness to change
				Follow-up awareness			Ability to work in a team			Decision-making ability	Experimentation

				Problem solving skills							Willingness to learn
											Normati-ethical attitude
											Inititative taking

11. MATCHING DIGITAL PROFESSIONAL COMPETENCES AND PMSP/ KAS

Matching digital competences and PMSP / KAS IDC=Information and data competence, CC= Communication competence, TC= Technological competence, MC = Media competence				
	PROFESSIONAL COMPETENCE	**METHODOLOGICAL COMPETENCE**	**SOCIAL COMPETENCE**	**PERSONAL COMPETENCE**
Knowledge	Knowledge of digital information, communication and interaction needs (own and target groups/individuals) IDC Knowledge of relevant digital information sources IDC Understanding the opportunities, risks and threats of digital environments TC Knowledge of how to prevent or remediate risks and threats in digiital environments; TC. Knowledge of how to prevent/remedy risks and threats of the digital environment and promote opportunities. Know the possibilities and limitations of using and sharing personal data in the digital space TC **(**understand that digital services use a "privacy statement" to inform how personal data is used) TC Know how to review, evaluate, and use digital resources for professional practice Knowledge of professional, ethical and legal standards in dealing with digital resources (laws on data processing,data protection).	Knowledge of digital resources and their use for information, communication, and interaction, e.g., desktop computers, laptops, cell phones, personal digital assistants, digital voice recorders for data collection and storage, monitoring information, assessment, recording, and communication MK Knowledge of referencing and attribution practices CC Recognize technical problems in the use of digital devices and environments (TC). Knowledge of possible solutions for problems in dealing with digital resources Knowledge of protection and security measures to prevent or remediate risks and threats in digital environments; TC. Knowledge of protective measures for digital devices and contents TC Understanding the opportunities and risks of human-machine interaction Knowledge of programming techniques Know and understand algorithms	Knowledge of copyright laws and licenses governing access to and use of information from various digital technologies, including e-books, remote testing, software, and digital tools Understanding how copyrights and licenses apply to data, info, and digital content (MC). Knowledge of measures to protect the privacy and personal data of target groups/individuals (clients, employers) in digital environments; Knowledge of the norms of behavior in the digital space (netiquette).	Knowledge of measures to protect own privacy and personal data in digital environments**;** TC. Knowledge of own strengths and weaknesses of digital competence TC Be aware of the risks and dangers of using digital resources TC

	Understanding the impact of digital. Transformation on society	Knowledge of digital resources to achieve professional goals.		
Skills	Analyze, compare, interpret, and critically evaluate data, info, and digital content sources for quality IDC Content management of digital data, information and content through organization, integration and processing in a structured environment IDC Content modification, refinement, enhancement, and integration of digital data, info, and content into a body of knowledge to create new, original, and relevant content and knowledge;MK Protect privacy and personal/employer data in digital environments; **TC** Apply measures to prevent or address risks and threats to physical and mental well-being and health resulting from the use of digital technologies TC Individual and collective commitment to understanding and solving conceptual problems and problem situations in digital environments (TC). Creative use of digital technology to generate knowledge and innovate processes and products; MC	Demand-oriented use of digital resources at work Be able to research, search, analyze, evaluate and filter digital data, information and content IDC Technical management and processing of digital data, information and content: organize, store and retrieve, technically organize and process in a structured environment IDC. Technical management of own/employer digital identity: Be able to technically set up one or more digital identities; handle data generated in different tools, environments and services; technically protect own/employer reputation; Using digital resources, develop, create and edit digital data, information, content in various formats MC. Technical modification, refinement, improvement, and integration of digital info and content into a body of knowledge MC Be able to program: Plan and develop a set of understandable instructions for a computer system to solve a given problem MC Technically be able to protect privacy and personal/employer data, info, content in digital environments; TC Be able to apply technical protective measures to prevent or address risks or threats to physical and mental well-being resulting from the use of digital technologies TC Be able to solve technical problems from simple troubleshooting to solving complex problems TC. Find technical answers to needs such as digital environments can be adapted to personal needs (e.g. barrier-free access, assistve technology) TC	Engage socially through digital technologies KK Participate in the use of public digital services CC. Share data, info, and content using digital resources CC Communicate and interact using digital resources CC Use digital resources for processes of collaboration, co-construction, and co-creation of data, information, content resources, and knowledge; CC Establishment and handling of one or more digital identities CC Adapt digital communication strategies to specific audiences CC Expressing oneself using digital media MK Protect others from dangers in digital environments, e.g. cyberbullying (TC) Protect privacy and personal/employer data in digital environments; TC. Protect others from harm through use of digital technology; TC Preventing or addressing health risks and threats to physical and mental well-being of others due to the use of digital technologies TC Support others in their digital literacy development (helpfulness) CC Adapt digital resources according to the needs of users Network through digital resources Support others in the use of digital resources	Update one's own digital literacy and keep abreast of digital developments in the profession;TC Being able to take care of your own digital well-being and security TC Be able to adapt digital resources and environments to personal needs MC Take responsibility for digital way of working TC

		Be able to access and handle a wide range of digital resources IDC Be able to use digital resources creatively MK Be able to handle hardware and software Know how to program		
Attitude	Respect for privacy and personal/employer data protection in digital environments. Respect for digital security, health and well-being Appreciation of the use of digital resources at work	Give due consideration to reliability of digital devices and tools and data protection	Respecting behavioral norms (netiquette) when communicating and interacting in digital spaces Be aware of cultural and age diversity in digital spaces; Be aware of the impact of the use of digital resources on society; Be aware of the environmental impact of using digital resources; Awareness of the digital divide issue, where technology is often more accessible to those with greater economic resources Awareness of the possibility of adapting digital resources to the needs of the users.	Be willing to support others in their digital literacy development (helpfulness) CC Be aware of one's own know-how when using digital technologies; TC Value own digital security, health and well-being; TC Respect ethical and legal principles when using digital resources TC Be willing to try innovative digital ways of working TK Be prepared to use digital resources creatively MC Be prepared to keep up to date with the latest developments in digital working practices Be willing to work independently in a digital-related manner

The precise assignment of the elements is not always possible. For example, problem-solving competence has both a professional and a technical-methodical aspect.

12. ADAPTING ISPA - PROFESSIONAL STANDARDS FOR ACCREDITATION OF PROFESSIONAL TRAINING PROGRAMS IN SCHOOL PSYCHOLOGY AND ISPA SEVEN PROFESSIONAL ROLES MODEL TO DIGITAL SCHOOL PSYCHOLOGICAL WORK CONTEXT

6 Areas of Competences

1. core knowledge in psychology and education,
2. professional practice preparation,
3. professional skills in decision-making, reflection and inquiry,
4. interpersonal skills,
5. research methods and statistical skills,
6. knowledge of ethics and establishment of professional values.

Goal 1 - To Acquire Core Knowledge in Psychology and Education

School psychologists can be expected to display acquisition of this core knowledge together with its applications: general psychology, developmental psychology, psychology

of learning and cognition, educational psychology, psychology of personality, social psychology, statistics and research design, experimental psychology and biological psychology, understanding of educational curriculum, instruction, and related educational context.

Standard 1.1 - Learning and Instruction
School psychologists are expected to display and apply knowledge of theory and research on multimedia learning to help enhance learning and development in children and youth.

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

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

Standard 1.2 Social and Adaptive Skill Development

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

Knowledge Indicators: School psychologists display knowledge of
- multimedia skills development (usage patterns, digital related social-emotional behavior, adaptive skills)
- vocational planning by using digital resources as part of the developmental process.

- principles of digital related behavior change
- direct and indirect intervention strategies to promote social and adaptive multimedia skill development appropriate for students from diverse backgrounds and experiences. - digital consultation, behavior management, and counseling strategies that enhance student behavior.
- methods that promote digital classroom management. - digital methods used to assess social adaptive skills as well as vocational aptitudes and interests.
- how digital communication and digital behavior can affect the socialization process.
- distinctiveness and effects of the digital culture and digital environment on students and families.

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

Standard 1.3 - Individual Differences

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

Knowledge Indicators: School psychologists display knowledge of

- one's personal cultural perspectives and biases and their impact on interactions with others in digital environmemts
- multimedia diversity.
- various family systems and how they may affect student multimedia mdevelopment.
- how an individual's medical, genetic, racial-ethnic, social, cultural, religious, socioeconomic, gender, experiential, and personal choices may impact student multimedia development
- cultural differences in digital methods used to attain academic, social, and behavioral goals.
- the impact of bias and stereotyping in digital settings
- digital methods to assess and enhance educational, psychological, social, and vocational needs of students with disabilities. - digital methods to assess and enhance educational, psychological, social, vocational and digital needs of gifted, creative, and talented students.

Performance Indicators: School psychologists ...

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

Standard 1.4 - Prevention, Crisis Intervention, and Mental Health Promotion
School psychologists are expected to display knowledge of theory and research on normal and abnormal mental, social, and emotional development, including conditions that promote, prevent, and help overcome child and adolescent psychopathology. School psychologists, working collaboratively with others, provide or contribute to digital prevention and intervention programs intended to promote students' mental, physical and digital well being.

Knowledge Indicators: School psychologists displays knowledge of
- normal multimedia child and adolescent development .
- child and adolescent psychopathology and its influence on multimedia behavior
- adverse medical (e.g., lead paint, eating disorders, teenage pregnancy, and AIDS prevention), social, community, family, digital and other environmental influences on behavior.
- multimedia conditions that give rise to crises in schools and communities, how they affect student behavior, and how crises may be prevented
- effective digital strategies that promote well-being and resilience and that prevent mental illness. - multimedia related conditions that contribute to mental illness in children and adolescents together with methods to prevent mental illness
- digital resources to address various mental and physical health problems. - how to access and make appropriate referrals for online services provided by school, community, governmental, and other agencies
- effects of medications on student's multimedia behaviors.

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

- displays knowledge of the possible impact of social and cultural diversity in the development and implementation of online-prevention, crisis intervention, and mental health programs.

Goal 2 - Professional Practice Preparation

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

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

School psychologists are expected to display knowledge of schools and other settings as social and administrative systems and to work with individuals and groups to facilitate policies and practices that create and maintain safe, caring, and supportive multimedia learning environments for children and others.

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

Standard 2.2 - Home-School-Community Collaboration

School psychologists are expected to display knowledge of the influences of various family conditions on student development as well as methods to enhance family involvement in promoting students' academic and psychological development. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive coordinated online services to children and families.
Knowledge Indicators: School psychologists display knowledge of
- the effects diverse family systems may have on students' multimedia functioning.
- the importance of family involvement in multimedia education.
- methods to promote digital collaboration and partnerships between families and educators intended to improve student's development and well-being.
- the implications of cultural diversity on digital family, home, school and community collaborations. - digital school and community resources and agencies available to students and families.
Performances Indicators: School psychologists ...
- design, implement, monitor, and evaluate online programs designed to promote school, family, and community partnerships to enhance students' development.

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

Goal 3 - Professional Abilities Associated with Assessment and Interventions

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

Standard 3.1 - Data Based Decision Making and Accountability

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

Knowledge Indicators: School psychologists display knowledge of
- effective, data-based decision-making and problem solving processes.
- the purposes, characteristics, strengths and limitations of formal and informal models and methods of assessment for digital data collection (e.g., interviewing techniques, norm-referenced, curriculum based, authentic, portfolio, criterion-referenced, functional assessment, behavioral observation).

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

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

Standard 3.2 - Technology

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

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

Performances Indicators: School psychologists ...
- practice ethical, legal, and socially responsible behavior when using technology and computer software.
- adhere to copyright laws governing access to and use of information from various technologies, including books, tests, and software.
- use technology (e.g., CD/DVD ROM, the internet, e-mail, interactive video, distance learning) to acquire information, current research findings, and continuing professional development.
- use current technology resources when designing, implementing, and evaluating programs and interventions for children.

- use technology-based productivity tools (e.g., word processing, database,spreadsheets, test scoring programs) to help promote effective and efficient services.
- use appropriate terminology related to computers and technology in written and oral communications.
- demonstrate awareness of resources for adaptive and assistive devices for students with special needs.
- use technology in communicating, collaborating, conducting research, evaluating programs, and maintaining professional accountability.
- utilize technological resources to access, manage, and disseminate information to enhance the consultation process.

Goal 4 - Interpersonal Skills

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

Standard 4.1 - Consultation and Collaboration

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

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

Performances Indicators: School psychologists ...
- use online consultation and collaboration skills to promote change at various levels (e.g., an individual, classroom, building, district, and/or other agency).
- use online consultation and collaboration to facilitate the development of positive school climates.
- use online consultation and collaboration skills to enhance student learning.
- use online consultation and collaboration skills to show respect for those with whom they work.
- use digital collaboration skills with individuals from diverse cultural and racial-ethnic backgrounds.
- communicate clearly digitally with diverse audiences (e.g., parents, teachers, policy makers, community leaders, and colleagues).
- use various communication modes (e.g., written, verbal, nonverbal, visual, technological) to communicate with a diverse constituency.

Goal 5 - Research Methods and Statistical Skills

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

Standard 5.1- Research and Program Evaluation

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

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

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

Goal 6 - Knowledge of History, Ethics, Professional Values

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

Standard 6.1 - School Psychology Practice and Development

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

Knowledge Indicators: School psychologists display knowledge of
- professional, ethical, and legal standards governing online services.

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

Performances Indicators: School psychologists...

- practice online in accord with codes of ethics from ISPA or other authoritative professional sources.
- provide school psychological online services (e.g., tele-consultation, intervention, and research) consistent with prevailing legal and professional standards.
- practice online in accord with legal standards when they are in conflict with ethical or professional standards.
- become certified or licensed (if possible in their country) to practice online and meet standards that ensure their continued certification or license eligibility.
- comply with legal requirements for professional online practice in the respective country.
- respect the online-related rights and digital welfare of those with whom they work.
- support public online policies and practices that enhance school- and community-based educational and mental health services for children.
- participate in continuing professional development of digital competence
- assist in the continuing professional development of digital competence of colleagues.
- hold membership in school psychology professional associations and contribute to the digital transformation of the profession through their work and, whenever possible, seek leadership in them.

ISPA SEVEN PROFESSIONALROLE MODEL ADAPTED TO DIGITAL CONTEXT

EXPERT

- Being able to perform a diagnostic and/or consultation digitally
- Being able to carry out digital prevention measures
- Know the effect of the use of digital resources on learning and behavior of children and adolescents.
- Understanding the effect of digitization on the teacher role
- Know digital technology that helps students with special needs.

Cognition and learning

SP demonstrate theoretical and scholarly knowledge of multimedia learning theories and research. Furthermore, they apply this knowledge in different ways to improve multimedia learning and development of children and adolescents. SP know theories of multimedia development of SuS and apply this knowledge. SP have knowledge about digital assessments and intervention with SuS and apply this knowledge.

Socio-emotional development

SP are able to apply their knowledge of socio-emotional development in a variety of ways to improve the personal digital well-being and digital skill development of children and youth. In collaboration with others, SP consider students' digital strengths, weaknesses, needs, and resources in development. SP participate in the development, implementation, and evaluation of digital interventions for mental health promotion and the social, emotional, and digital well-being of SuS.

Individual differences

SP digitally provide theory and research knowledge on the emergence, characteristics, assessment, intervention strategies, and long-term development of children and

adolescents with diverse needs and disabilities, including gifted students. SP digitally support inclusive education.

COMMUNICATOR

- Communicate according to the digital needs of the target group/person
- Being able to inform target groups/persons digitally about topics relevant to school psychology
- Write and send reports digitally

Build and maintain relationships digitally
For SP, developing and managing a relationship and trust with children (and their families) can help achieve good outcomes. Part of developing good relationships is digitally gathering information from children, their families, and other professionals, but also being able to digitally communicate relevant explanations and information to children, caregivers, and teachers. SP have knowledge of research, theory and practice on the role of empathy in professional digital-related work and apply this knowledge.
Digital interviews
SP are familiar with research and theory on effective approaches to online interviewing of children and adults either individually or in a group setting. They are familiar with different types of digital interviews and how they may be appropriate for different situations.
Reporting digital
SP are able to digitally deliver professional, accurate, and readable written reports to key stakeholders, including parents, teachers, and other relevant professionals. Such reports are understandable to the lay reader. Where appropriate, they also support the SP's role as an advocate for children.
Psychoeducation School psychologists are able to digitally present innovative, evidence-based, and practice-based information to all providers in the system who serve children. Examples of this practice could include talking with students about topics such as psychosexual development, grief, and motivation, or talking with parents about parenting practices, promoting learning progress, and school engagement. With teachers, SPs could discuss relevant topics such as classroom management and adaptive teaching, while school administrators could benefit from discussions about school-wide digital protocols and digital-related policies

TEAMPLAYER

- Dealing constructively with digital diversity in the team
- Communicate and collaborate digitally with colleagues and target groups.
- Taking cultural diversity and age into account in digital working practices

Digital collaboration with families, parents, educational staff to coordinate support for families and SuS, e.g., to promote and provide comprehensive coordinated digital services for children and families.
Knowledge of factors influencing the multimedia development of students;
SP know the influences of different family environments and compositions onSuSs development as well as methods to increase family involvement in promotingSuSs academic, psychological, and multimedia development. SP work effectively digitally with families, educators, and others in the community,

Digital counselling
SP know and apply digital-related behavioral, mental health, collaborative, and other counseling models. They know the theoretical basis of each of these models and are able to justify their use as preferred working methods in different situations. SP integrate digital counseling into their practical work.

Culturally sensitive digital-related work with children and families
SP are familiar with theory and research on the impact of cultural diversity and sociopolitical issues on children's multimedia development. They are aware of the effects of bias and prejudice. These factors inform SP decision-making in all aspects of their digital-related work with children, families, and schools, particularly with regard to the use of appropriate and non-discriminatory digital diagnostic and intervention techniques. They are also sensitive to the influence of a family's culture and beliefs on how their children should be educated in multimedia, and consider the importance of language diversity.

ORGANIZER

- Contribute to the digital development of your own service
- Support schools in selecting, implementing and evaluating new digital ways of work
- Online networking with other professionals

SP know schools and other environments as social and administrative systems and work digitally with individuals and groups to facilitate policies and practices that create and sustain safe, caring, and supportive digital learning environments for children and others.

MENTAL HEALTH ADVOCATS

- Being able to digitally create, design, edit, present, and publish mental health information relevant to school psychology.
- Advocating for children's rights in the digital space

SP know theory and research of normal and atypical mental and socio-emotional development including promotion of prevention and help with psychopathological SP value being part of a professional community and exchange with SP of other countries; they know school law and national and international professional standards of SP;

SP reflect on their own practice and exchange about it with colleagues

SP have theory and research knowledge of normal and atypical mental, social, emotional, and multimedia development, including conditions that promote, prevent, and help overcome child and adolescent psychopathology. They are also familiar with root cause and digital prevention crises/critical incidents in schools and communities as well as effective post-crisis interventions, prevention, and intervention for digital-related crises in school settings. SP, in collaboration with others, provide or contribute to digital prevention and intervention programs that aim to promote the mental, physical, and digital well-being of SuS

SCIENTIFIC PRACTITIONER

- Being able to critically assess psychometric qualities (objectivity, validity, reliability) of digital tools
- Being able to systematically evaluate digital interventions
- Being able to apply a scientific, problem-solving cycle from hypothesis generation to testing in digital assessments and intervention.

Evidence-based decision making and accountability
SP have knowledge and evidence-based skills in applying formal and informal digital evaluation methods to aid decision-making and account for the quality of their own digital-related practice. They are familiar with various digital evaluation models and methods that provide useful information to clarify issues, identify strengths and weaknesses and needs, and measure progress against stated goals.

SP use evidence-based models and methods as part of a systematic process to digitally collect and evaluate information, translate it into defensible decisions that help them advocate for the child and family, and to evaluate digital services

Research design and implementation
SP know different research paradigms and how they influence a chosen digital methodology for research in school psychology and related fields. They know and have some experience digitally designing studies using qualitative, quantitative, and mixed-methods approaches and can demonstrate how each of these approaches relates to an overarching research paradigm.

Analysis and interpretation of research results
SP perform appropriate analysis and interpretation of digital quantitative and qualitative research data and disseminate findings orally and in writing in the digital space.

PROFESSIONAL

- Advancing your own digital professionalization
- Making a considered decision when faced with ethical digital dilemmas
- Conduct a collegial supervision digitally

Role and tasks of school psychologists nationally and internationally
SP know the impact of a country's culture and economy on the development of public digital services, including digital school psychology services.
You know the digital transformation of SP at home and abroad, the digital-related roles of SP and the importance of
professional associations in SP for digital transformation in professional practice. SPs value being part of an international community of SPs by being members of international associations and exchanging digital ideas with colleagues from different countries.

Legislation that affects digital-related practice
SP are familiar with the most important laws and related guidelines of digital-related work. This knowledge informs their work with young people, families, schools, and other professionals.

Ethical issues in professional digital-related practice
Digital school psychology programs promote knowledge, attitudes, and behaviors important to professional standards, ethical principles and values, and laws. SP's core values are embodied in professional ethical standards for digital-related research and practice. SPs are expected to know national and international ethical standards for their digital-related services.

Self-knowledge and reflexivity
School psychology courses provide a theoretical background linked to practical experience that enables SPs to become aware of both the scope and the limits of their digital-related knowledge and professional digital competence. They should be sensitive to the impact that their personal digital interaction style may have on others. They should be able to reflect on and learn from their digital-related experiences. They should be willing to share concerns they have about aspects of their professional digital-related work or digital interactions with colleagues.

13. Integration of professional school psychology competence, job-unspecific digital professional competence and the adapted key competences to school psychology into the DiCoSP digital competence framework for school psychology practice.

Please find the entire ‚filled' DiCOSP - Matrix in APPENDIX 13