

APPENDIX 4 ASSIGNMENT OF SCHOOL PSYCHOLOGY COMPETENCE AND ACTIVITY PROFILES TO DICOSP MATRIX

EXPERTISE - KNOWLEDGE		
	Expertise	<ul style="list-style-type: none"> ○ Knowledge of the market: knowledge of the practical fields of activity of school psychology and the implementation of the fields of activity of school psychology ○ Sound current scientific knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of areas of psychology relevant to school psychology practice: <ul style="list-style-type: none"> - Psychology, school psychology, educational psychology - Developmental psychology (e.g., child and adolescent development, including indicators of possible maldevelopment; indicators and ways to promote a safe, developmentally appropriate environment; parenting practices;). - Psychology of learning, teaching and cognition (theories and strategies of teaching and learning, ways of promoting learning and achievement, ways of preventing learning and performance problems...). - Neuropsychology - Child and adolescent psychology - Personality Psychology - Social Psychology - Clinical psychology (knowledge of mental abnormalities and psychiatric/mental illnesses, ways of promoting psychosocial health, prevention of psychosocial abnormalities). - Media and communication psychology - Experimental psychology - Topics and History of Empirical Educational Research - Crisis intervention - Know child and adolescent psychology with particular relevance to SP: Giftedness, High Giftedness; ○ Sound current scientific knowledge (theoretical, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding in a relevant field of work or at the interface between different fields for the preventive, diagnostic, counseling and therapeutic handling of

		<ul style="list-style-type: none"> - mental health problems of children and adolescents (risk conditions and threats: profound developmental disorders, internalizing/externalizing disorders, behavioral problems, psychiatric disorders; health promotion in the school context dealing with stress in children and adolescents, children and media, teacher health) - Learning, teaching and performance problems (risk conditions and threats: Learning Disabilities, Partial Achievement Disabilities, Reading and Spelling Disorders, Speech and Language Disorders, Communication Disorders, ADHD and Relevance to School, Learning Disabilities, Intellectual Disabilities) in the context of inclusive education; learning theories, counseling for learning and performance problems), <p>applicable to a wide range of problems and situations in the school context and the other life worlds of children and adolescents (family and leisure time)</p> <ul style="list-style-type: none"> o Sound current scientific knowledge (theoretical, conceptual, and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of the influence of cognitive, psychosocial, physical, and moral developmental factors (including child and adolescent psychopathology), as well as the influence of gender, culture, ethnicity, social status, disability on learning, behavior, and psychosocial health of children and adolescents o SP understand the interdisciplinary disposition of school psychology and the particular relevance of clinical psychology. They know and understand <ul style="list-style-type: none"> - central and current issues and selected problems of related disciplines (e.g.children and media) ; knowledge of adolescent social and health services - Central, current and selected topics of pedagogy in the context of school: <ul style="list-style-type: none"> o the educational system as well as entry requirements, curricula, teaching, contents and degrees of the different types of schools, of the technical college courses as well as studies at academies and universities, educational legislation and procedures in schools o information sources and methods of information research essential for educational and vocational counseling/guidance o special education services (basics, allocation methods, options) and the role of school psychology in the context of inclusive education o School as a learning context (school as a learning organization, evidence-based school development, professionalization of teachers, etc.)
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		<ul style="list-style-type: none"> ○ School conditions for success, school development ○ Political issues in the educational context ○ Aspects of school research in psychology, educational science and sociology
PREVENTION AND INTERVENTION		<ul style="list-style-type: none"> ○ Knowledge of developmental risk conditions: giftedness, giftedness, partial performance and learning disorders (dyslexia, dyscalculia), psychiatric disorders, behavioral problems, pervasive developmental disorders, learning disabilities, intellectual disabilities, ○ internalizing/externalizing disorders ○ Language development and communication disorders: disruptions in speech and language, ADHD, and implications for school psychology. ○ Knowledge of prevention and intervention options for at-risk conditions (key competency, e.g., communication disorders, partial performance deficits, behavioral problems, psychiatric disorders).
	ADVICE, SUPPORT, ACCOMPANIMENT (BUB), PROMOTION	<ul style="list-style-type: none"> ○ Sound current scientific knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of psychological counseling concepts. ○ Knowledge in conversation management, group dynamics, moderation and mediation ○ Knowledge of the basics of counseling for learning and performance problems. ○ Knowledge of the basics of counseling educators (parents, teachers, school administrators, education officers, relevant professionals..).
	CRISIS INTERVENTION	<ul style="list-style-type: none"> ○ Sound current scientific knowledge (theoretical, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of the concepts of school-based prevention and intervention options in school crisis situations. ○ Knowledge of the indicators that can lead to school crisis situations.
	TREATMENT/ THERAPY	<ul style="list-style-type: none"> ○ Knowledge of psychological care and treatment concepts for individuals or groups in psychosocial problem situations.
	PSYCHO EDUCATION, TRAINING	<ul style="list-style-type: none"> ○ Sound current scientific knowledge (theoretical, conceptual, and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of psychoeducation.

		<ul style="list-style-type: none"> o Knowledge of training concepts and programs relevant to school psychology.
ASSESSMENTS, EVALUATION	ASSESSMENTS	<ul style="list-style-type: none"> o Sound current scientific knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of psychological diagnosis and examination in school psychology practice.
	TESTING	<ul style="list-style-type: none"> o Knowledge of theories, models, methods for analyzing learning needs. o Knowledge of diagnostic processes in counseling (hypothesis generation, test diagnostics, anamnesis, etc.) o Knowledge of central tests and diagnostic procedures for learning, performance and personality diagnostics as well as selected focal points (partial performance deficits, behavioral problems, communication disorders, psychiatric disorders)
	ASSESSMENT, EXPERT OPINION, REPORT	<ul style="list-style-type: none"> o Sound current theoretical, conceptual and reflective knowledge (specialist knowledge) and critical understanding in expert activities
	EVALUATION, MONITORING	<ul style="list-style-type: none"> o Sound current scientific knowledge (theoretical, conceptual, and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of psychological evaluation in school psychology practice (key competency in monitoring activities).
	SCIENT. PRACTICE	<ul style="list-style-type: none"> o Sound current scientific knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of relevant research: o knowledge of theories, models, methods of scientific research o Knowledge of central constructs and problems of empirical educational research and educational psychology o Knowledge of scientific and research ethical principles and challenges (data protection, contact with people seeking advice, duty of confidentiality, etc.) o Knowledge of psychological research in the field of school
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<ul style="list-style-type: none"> o Knowledge of school law o Knowledge of the procedures in schools o Knowledge of data protection regulations o Knowledge of legal and professional ethical standards of school psychology practice.

	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○ Knowledge of continuing education and training opportunities for SPs.
	PROFESSIONAL COOPERATION/ NETWORKS	<ul style="list-style-type: none"> ○ Knowledge of the challenges of interdisciplinary collaboration ○ the role of the SP in the interdisciplinary field of tension ○ Knowledge of how to promote cooperation in the field of school with other institutions whose assistance may be relevant to the school ○ Knowledge of the importance of membership in professional organizations and professionally relevant networks.
	WORK ORIENTATION (INDIVIDUAL, OPERATING)	<ul style="list-style-type: none"> ○ Market knowledge: knowledge of the professional profile, the fields of tasks and activities of school psychology and their implementation in school psychology practice. ○ Sound current scientific knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of areas of psychology relevant to school psychology practice: <ul style="list-style-type: none"> - Psychology, school psychology, educational psychology - Developmental psychology (e.g., child and adolescent development, including indicators of possible maldevelopment; indicators and ways to promote a safe, developmentally appropriate environment; parenting practices; reflection on knowledge of developmental psychology as it relates to practical work with children, adolescents, and parents). - Psychology of learning, teaching and cognition (theories and strategies of teaching and learning, ways of promoting learning and achievement, ways of preventing learning and performance problems...). - Neuropsychology - Child and adolescent psychology - Personality Psychology - Social Psychology - Clinical psychology (knowledge of mental abnormalities and psychiatric/mental illnesses, ways of promoting psychosocial health, prevention of psychosocial abnormalities). - Media and communication psychology - Experimental psychology - Topics and History of Empirical Educational Research - Biological psychology - Crisis intervention - Psychological counseling methods - Know child and adolescent psychology with particular relevance to SP: Giftedness, High Giftedness; ○ Sound current scientific knowledge (theoretical, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-

based practice experiences) and critical understanding in a relevant field of work or at the interface between different fields for the preventive, diagnostic, counseling and therapeutic handling of

- mental health problems of children and adolescents (risk conditions and threats: profound developmental disorders, internalizing/externalizing disorders, behavioral problems, psychiatric disorders; health promotion in the school context dealing with stress in children and adolescents, children and media, teacher health)
- Learning, teaching and performance problems (risk conditions and threats: Learning Disabilities, Partial Achievement Disabilities, Reading and Spelling Disorders, Speech and Language Disorders, Communication Disorders, ADHD and Relevance to School, Learning Disabilities, Intellectual Disabilities) in the context of inclusive education; learning theories, counseling for learning and performance problems),

applicable to a wide range of problems and situations in the school context and the other life worlds of children and adolescents (family and leisure time)

- o Sound current scientific knowledge (theoretical, conceptual, and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of the influence of cognitive, psychosocial, physical, and moral developmental factors (including child and adolescent psychopathology), as well as the influence of gender, culture, ethnicity, social status, disability on learning, behavior, and psychosocial health of children and adolescents
- o SP understand the interdisciplinary disposition of school psychology and the particular relevance of clinical psychology. They know and understand
 - central and current issues and selected problems of related disciplines (e.g. children and media)
 - Central, current and selected topics of pedagogy in the context of school:
 - o the education system as well as entry requirements, curricula, teaching, contents and degrees of the various types of schools, the courses of studies at universities of applied sciences as well as studies at academies and universities, the school law and procedures in schools
 - o information sources and methods of information research essential for educational and vocational counseling/guidance
 - o special education services (basics, allocation methods, options) and the role of school psychology in the context of inclusive education

		<ul style="list-style-type: none"> ○ School as a learning context (school as a learning organization, evidence-based school development, professionalization of teachers, etc.) ○ School conditions for success, school development ○ Political issues in the educational context ○ Aspects of school research in psychology, education and sociology. <ul style="list-style-type: none"> ○ Knowledge of the history and professional ethics of the SP <ul style="list-style-type: none"> ○ Reflection on the role as a school psychologist, clarification of assignments, various assignments, in the system of psychosocial care in the child and youth sector, child welfare, child protection and children's rights, data protection, confidentiality and dealing with reports with regard to empirically based, evaluated work. <ul style="list-style-type: none"> ○ Knowledge of the basics of practicing the profession according to the mission statement (self-image) of school psychology, service law, and legal regulations (e.g., school laws, narcotics law, psychologist law, and psychotherapy law).
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METHODOLOGICAL COMPETENCE - KNOWLEDGE		
		<ul style="list-style-type: none"> ○ SP have competence in the selection, application and evaluation of appropriate methods in their professional practice, taking into account the strengths and limitations of their validity
PREVENTION AND INTERVENTION		<ul style="list-style-type: none"> ○ SP are competent in the selection, application and evaluation of appropriate methods in individual- and system-based counseling and intervention in the field of development, education and schooling. ○ Knowledge of prevention and intervention methods for learning, performance, behavioral and psychiatric disorders. ○ Knowledge of prevention options to prevent learning and conduct problems of students, especially students with a disability, with special educational needs, with special talents.

	ADVICE, SUPPORT, ACCOMPANIMENT (BUB), PROMOTION	<ul style="list-style-type: none"> ○ Basic knowledge (wiss. Theories, models, procedures, research, evaluation studies, evidence-based practice experiences) of psychological counseling methods (including interviewing, group dynamics, facilitation, and mediation). ○ Knowledge of information sources essential for educational counseling and career guidance, methods of information research, and counseling methods. ○ Knowledge of behavioral, educational, affective, social, and counseling methods as a basis for intervention. ○ Knowledge (scient. Theories, models, procedures, research, evaluation studies, evidence-based practice experiences) of teaching and learning methods (including classroom management) as well as support possibilities for learning and achievement, especially of students with a disability, with special educational needs, with special talents. ○ Knowledge of prevention and support options for the psychosocial health of target groups/individuals (e.g., pupils, teachers) for the prevention of psychosocial abnormalities and mental illnesses. ○ Knowledge of prevention and promotion options for responsible behavior by students to prevent developmentally dangerous behavior. ○ Knowledge of the methods of educational counseling to strengthen parenting skills (parents, teachers...).
	CRISIS INTERVENTION	<ul style="list-style-type: none"> ○ SP are familiar with scientifically sound, evidence-based methods and programs of school-based crisis intervention.
	TREATMENT/ THERAPY	<ul style="list-style-type: none"> ○ SP have in-depth knowledge of scientifically based working methods in clinical-psychological casework in childhood and adolescence.
	PSYCHOEDUCATI ON, TRAINING, PUBLIC INFORMATION	<ul style="list-style-type: none"> ○ SP are familiar with a variety of scientifically sound, evidence-based methods and programs of psychoeducation, continuing education, and public information
DIAGNOSTICS, EVALUATION	DIAGNOSTICS	<ul style="list-style-type: none"> ○ SP know how diagnostic procedures are assessed, compared, selected, evaluated and performed. ○ Knowledge of the collection and quantitative analysis methods of data and indicators relevant to school psychology (medical history, parental parenting style, learning and developmental status of students, school climate,...). ○ Knowledge of diagnostic methods that provide information about the cognitive, academic and affective, psychosocial qualities of children (including neuropsychological and pediatric diagnostics).
	TESTING	<ul style="list-style-type: none"> ○ Sound current scientific knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-

		<p>based practice experiences) and critical understanding of test development, psychometrics, data-based decision-making processes</p> <ul style="list-style-type: none"> ○ Knowledge of standardized testing procedures to diagnose and evaluate personal, cognitive, psychosocial skills, vocational interests.
	ASSESSMENT, EXPERT OPINION, REPORT	<ul style="list-style-type: none"> ○ Sound current scientific knowledge (theoretical, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of the methods of professional report and expert opinion writing.
	EVALUATION, MONITORING	<ul style="list-style-type: none"> ○ Sound current scientific knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of evaluation methods.
	WISS. PRACTICE	<ul style="list-style-type: none"> ○ SP know practically relevant research questions that can be answered with the methods of empirical educational research or school psychology. ○ SP have knowledge in applied data analysis, which is a prerequisite for working on own research questions ○ Sound current scientific knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of necessary statistical, research and evaluation methods relevant to quantitative and qualitative research and evaluation activities. ○ Sound current scientific knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of (quantitative) methods of empirical educational research or educational psychology to answer practically relevant research questions in SP.
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<ul style="list-style-type: none"> ○ Knowledge of methods of obtaining information in professional practice (e.g., knowledge of relevant sources of information, methods of evaluating information). ○ Knowledge of the management methods of relevant data, information and content of school psychology practice and its legal basis.
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○ Knowledge of own training and further education methods
	PROFESSIONAL COLLABORATION/ NETWORKING	<ul style="list-style-type: none"> ○ Knowledge of the methods of professional cooperation

	<p>WORK ORIENTATION (INDIVIDUAL, COMPANY)</p>	<p>Knowledge of the market: knowledge of the practical fields of activity of school psychology and the implementation of the areas of responsibility of school psychology.</p> <p>Sound current scientific knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of areas of psychology relevant to school psychology practice:</p> <ul style="list-style-type: none"> - Psychology, school psychology, educational psychology - Developmental psychology (e.g., child and adolescent development, including indicators of possible maldevelopment; indicators and ways to promote a safe, developmentally appropriate environment; parenting practices;). - Psychology of learning, teaching and cognition (theories and strategies of teaching and learning, ways of promoting learning and achievement, ways of preventing learning and performance problems...). - Neuropsychology - Child and adolescent psychology - Personality Psychology - Social Psychology - Clinical psychology (knowledge of mental abnormalities and psychiatric/mental illnesses, ways of promoting psychosocial health, prevention of psychosocial abnormalities). - Media and communication psychology - Experimental psychology - Topics and History of Empirical Educational Research - Biological psychology - Crisis intervention - Psychological counseling methods - Know child and adolescent psychology with particular relevance to SP: Giftedness, High Giftedness; <p>Sound current scientific knowledge (theoretical, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding in a relevant field of work or at the interface between different fields for the preventive, diagnostic, counseling and therapeutic handling of</p> <ul style="list-style-type: none"> - mental health problems of children and adolescents (risk conditions and threats: profound developmental disorders, internalizing/externalizing disorders, behavioral problems, psychiatric disorders; health promotion in the school context dealing with stress in children and adolescents, children and media, teacher health) - Learning, teaching and performance problems (risk conditions and threats: Learning Disabilities, Partial Achievement Disabilities, Reading and Spelling Disorders, Speech and Language Disorders, Communication
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Disorders, ADHD and Relevance to School, Learning Disabilities, Intellectual Disabilities) in the context of inclusive education; learning theories, counseling for learning and performance problems),

applicable to a wide range of problems and situations in the school context and the other life worlds of children and adolescents (family and leisure time)

Sound current scientific knowledge (theoretical, conceptual, and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of the influence of cognitive, psychosocial, physical, and moral developmental factors (including child and adolescent psychopathology), as well as the influence of gender, culture, ethnicity, social status, disability on learning, behavior, and psychosocial health of children and adolescents

SP understand the interdisciplinary disposition of school psychology and the particular relevance of clinical psychology. They know and understand

- central and current issues and selected problems of related disciplines (e.g. children and media)
- Central, current and selected topics of pedagogy in the context of school:
 - o the education system as well as entry requirements, curricula, teaching, contents and degrees of the various types of schools, the courses of studies at universities of applied sciences as well as studies at academies and universities, the school law and procedures in schools
 - o information sources and methods of information research essential for educational and vocational counseling/guidance
 - o special education services (basics, allocation methods, options) and the role of school psychology in the context of inclusive education
 - o School as a learning context (school as a learning organization, evidence-based school development, professionalization of teachers, etc.)
 - o School conditions for success, school development
 - o Political issues in the educational context
 - o Aspects of school research in psychology, educational science and sociology
- o Knowledge of relevant information sources and technologies to assure or improve the quality of school psychological services.

SOCIAL COMPETENCE - KNOWLEDGE

PREVENTION AND INTERVENTION	ADVICE, SUPPORT, ACCOMPANIMENT (BUB), PROMOTION	<ul style="list-style-type: none"> ○ Sound current scientific knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of interaction and communication possibilities with target groups/persons in psychological counseling, accompaniment, support and promotion
	CRISIS INTERVENTION	<ul style="list-style-type: none"> ○ Sound current academic knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of interaction and communication opportunities in school-based crisis intervention.
	TREATMENT/THERAPY	<ul style="list-style-type: none"> ○ Sound current scientific knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of interaction and communication in psychological treatment/therapy.
	PSYCHOEDUCATION, TRAINING, PUBLIC RELATIONS	<ul style="list-style-type: none"> ○ Sound current scientific knowledge (theoretical, conceptual, and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of interactional and communication skills in psychoeducation, in-service training/seminars, and information to the public ○ Knowledge of the challenges of communicating with the public in a school psychology context (e.g., information sharing).
DIAGNOSTICS, EVALUATION	DIAGNOSTICS	<ul style="list-style-type: none"> ○ Sound current scientific knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of the interaction and communication possibilities in diagnostics ○ 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
	TESTING	
	ASSESSMENT, EXPERT OPINION, REPORT	<ul style="list-style-type: none"> ○ Sound current scientific knowledge (theoretical, conceptual, and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of interaction and communication skills in communicating diagnostic results
	EVALUATION, MONITORING	<ul style="list-style-type: none"> ○ Sound current scholarly knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of how to interact and communicate in evaluation and communicate evaluation findings.

ADMINISTRATION, PROFESSIONAL DEVELOPMENT	WISS. PRACTICE	<ul style="list-style-type: none"> ○ Sound current scholarly knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of the interaction and communication opportunities in practice-based research
	ADMINISTRATION	<ul style="list-style-type: none"> ○ Sound current scholarly knowledge (theory, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of interaction and communication opportunities in school psychological administration. ○ Knowledge of the legal basis of information processing, e.g. copyrights
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○ Sound current scientific knowledge (theoretical, conceptual, and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of interaction and communication opportunities for professional skill acquisition (e.g., experiential learning with the help of professionals from other disciplines)
	PROFESSIONAL COLLABORATION/ NETWORKING	<ul style="list-style-type: none"> ○ Sound current scientific knowledge (theoretical, conceptual and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of the promotion of cooperation in the field of school and with other institutions whose assistance may be relevant for the school ○ Knowledge and understanding of institutional networking, the importance of collaboration with mental health care organizations. ○ Knowledge and understanding of membership in professional organizations ○ Knowledge of professional interaction and communication skills in SP practice.
	WORKORIEJNTATI ON (INDIVIDUAL, COMPANY)	<ul style="list-style-type: none"> ○ Sound current scholarly knowledge (theoretical, conceptual, and reflective knowledge, models, procedures, research, evaluation studies, evidence-based practice experiences) and critical understanding of how to interact and communicate to assure and improve the quality of professional practice ○ Knowledge of the ethical principles in dealing with those seeking advice and those commissioning it, as well as scientific ethics ○ Knowledge of relevant information sources and technologies to assure or improve the quality of school psychological services.

SELF-COMPETENCE - KNOWLEDGE

PREVENTION AND INTERVENTION	ADVICE, SUPPORT, ACCOMPANIMENT (BUB), PROMOTION	
	CRISIS INTERVENTION	
	TREATMENT/THERAPY	
	PSYCHOEDUCATION, TRAINING	
DIAGNOSTICS, EVALUATION	DIAGNOSTICS	
	TESTING	
	ASSESSMENT, EXPERT OPINION, REPORT	
	EVALUATION, MONITORING	
	WISS. PRACTICE	
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	

	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○ SP are aware of their obligation to update their professional competence ○ SP know own professional competence
	PROFESSIONAL COLLABORATION/NETWORKING	<ul style="list-style-type: none"> ○ Knowledge of the ethical principles in dealing with those seeking advice and those commissioning it
	WORK ORIENTATION (INDIVIDUAL, COMPANY)	<ul style="list-style-type: none"> ○ Knowledge of legal, professional, ethical standards in school psychology practice (e.g., professional accountability for confidentiality in digital records). ○ SP are aware of their professional responsibility

PROFESSIONAL COMPETENCE - SKILLS AND ABILITIES

PREVENTION AND INTERVENTION	ADVICE, SUPPORT, ACCOMPANIMENT (BUB), PROMOTION	<ul style="list-style-type: none"> ○ SP have key competencies in individual- and system-related preventive, counseling and therapeutic handling of psychological problems, developmental, learning, behavioral and educational 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), 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 ○ Identify, prepare, and implement interventions appropriate to achieve set goals using results of diagnostic and developmental activities. ○ Development, preparation and application of support measures for pupils ○ SP gather information in order to achieve set goals in counseling, support, encouragement and guidance, e.g. consultation of personal environment of pupils ○ SP promote the well-being and safety of their target groups/individuals
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	CRISIS INTERVENTION	<ul style="list-style-type: none"> ○ SP have key competencies in individual- and system-related preventive, counseling and therapeutic handling of psychological problems, developmental, learning, behavioral and educational 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), especially in behavioral problems, personal difficulties, crises and emergencies in the school and family context ○ SP develop, select, implement, evaluate measures of school violence prevention and crisis intervention in the school context.
	TREATMENT/ THERAPY	<ul style="list-style-type: none"> ○ SP have key competencies in individual and system-based therapeutic approaches to mental health, developmental, learning, behavioral, and parenting problems of children and adolescents that are applicable to a variety of problems and situations in the school context and children's other living environments (family and leisure), especially learning problems, behavioral problems, and personal difficulties.
	PSYCHOEDUCATION, FURTHER EDUCATION, PUBLIC RELATIONS WORK	<ul style="list-style-type: none"> ○ SP are able to develop and present concepts and discourses in response to school psychological issues (e.g., bullying issues, school absenteeism, behavioral disorders, inclusion debate, etc.) in the form of information sessions for the public or a relevant target audience, training programs, in-service training, psychoeducational measures.
DIAGNOSTICS, EVALUATION	DIAGNOSTICS	<ul style="list-style-type: none"> ○ SP have key competencies in individual- and system-related diagnostic handling of psychological problems, developmental, learning, behavioral and educational problems of children and adolescents, which are applicable to a variety of problems and situations in the school context and the other environments of children (family and leisure time) ○ Application of knowledge of psychological examination activity, 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. ○ SP can conduct learning needs assessments
	TESTING	<ul style="list-style-type: none"> ○ SP can select, perform and evaluate central tests and diagnostic procedures for performance and personality diagnostics as well as for selected focal points
	ASSESSMENT, EXPERT OPINION, REPORT	<ul style="list-style-type: none"> ○ SP can perform psychological 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.
	EVALUATION, MONITORING	<ul style="list-style-type: none"> ○ SP monitor therapeutic progress in children and adolescents ○ SPs monitor the behavior of their target groups/persons in order to achieve the set goals. ○ SP are committed to building and maintaining a system of quality assurance for professional practice as a whole

		<ul style="list-style-type: none"> ○ SP competently conduct evaluations (evaluation of diagnostic results, school-based learning and health promotion programs, services, appropriateness of an intervention in terms of adherence to the intervention plan and achievement of set goals, ...).
	WISS. PRACTICE	<ul style="list-style-type: none"> ○ SP can write school psychology research projects at an appropriate level and conduct research in the area of schools on the basis of scientific and research ethics ○ SP write a research report or article and publish it. ○ SP can critically reflect on theoretical approaches and research methodological approaches ○ SP can work independently on scientific issues and transfer this knowledge to practical concepts ○ SP are able to classify current school psychological issues (e.g. bullying, school absenteeism, behavioral disorders, inclusion debate, etc.) in scientific theories.
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATIO N	<ul style="list-style-type: none"> ○ SP are able to manage projects relevant to school psychology ○ SP manage documents and data (record keeping, annual reports of services, documentation of service, ...).
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○ SP update their professional competence through formal, non-formal, informal learning.
	PROFESSIONAL COLLABORATIO N/NETWORKING	<ul style="list-style-type: none"> ○ SP participate in professional (disciplinary and interdisciplinary) cooperation with colleagues, relevant professionals and professional organizations, universities, research institutions, professional organizations.
	WORK ORIENTATION (INDIVIDUAL , COMPANY)	<ul style="list-style-type: none"> ○ SP can transfer their knowledge to practical concepts (transfer skills) ○ SP can use their professional competence (skills, abilities and knowledge) in school, out-of-school (child and adolescent psychiatry, educational and family counseling, etc.) and vocational areas. ○ SP demonstrate a resource-oriented approach in their preventive, diagnostic, counseling and therapeutic practice that systematically promotes the existing self-help potential of their target groups/persons and their environment. ○ SP are interested in problem solving by selecting appropriate strategies to deal with posed problems based on a reflection of their professional situation and their own competencies.

METHODOLOGICAL COMPETENCE - SKILLS AND ABILITIES

PREVENTION AND INTERVENTION	ADVICE, SUPPORT, ACCOMPANIMENT (BUB), PROMOTION	<p>SP demonstrate a systematic approach to intervention planning: Developing an intervention plan that is appropriate to achieve the set goals in an environment relevant to the service being demanded.</p> <p>SP analyze the needs of their target group/person: gathering information on the client's needs using appropriate methods until clarification of reasonable further activities;</p> <p>SP apply various methods and techniques in interviewing and counseling;</p> <ul style="list-style-type: none"> ○ Application of direct and indirect intervention methods that, according to the intervention plan, directly affect one or more persons or directly affect selected aspects of the situation, in a setting relevant to the service demanded; ○ Use intervention methods that enable individuals, groups, or organizations to learn and make decisions in their own best interest in an environment relevant to the service being demanded;
	CRISIS INTERVENTION	
	TREATMENT/THERAPY	<ul style="list-style-type: none"> ○ SP demonstrate a systematic approach to intervention planning: Developing an intervention plan that is appropriate to achieve the set goals in an environment relevant to the service being demanded. ○ SP can apply scientifically based working methods of clinical-psychological case work in childhood and adolescence and conduct case work
	PSYCHO EDUCATION, TRAINING, FURTHER EDUCATION, PUBLIC INFORMATION	<ul style="list-style-type: none"> ○ SP apply supervision techniques independently
DIAGNOSTICS, EVALUATION	DIAGNOSTICS	<ul style="list-style-type: none"> ○ SP can assess, compare, select, evaluate and carry out diagnostic psychological procedures, taking into account the strengths and limitations of their validity, e.g. intelligence and development diagnostics; school, performance, personality and disorder diagnostics (most important tests, procedures and support and promotion approaches);

		<ul style="list-style-type: none"> ○ SP conduct needs assessments: Gathering information on the client's needs using appropriate methods until clarification of reasonable further activities; ○ SP identify relevant characteristics of individuals, groups, organizations and situations using appropriate methods: Conduct a diagnostic assessment using interviews, tests, and observation of individuals/groups/organizations/situations in a setting relevant to the required performance; ○ SP gain relevant information for a support diagnosis through application and implementation <ul style="list-style-type: none"> - multimodal and multiaxial diagnostics and classification according to IDC-10/MAS - of the ICF as a common language between school psychology and school - Standardized clarification procedure (SAV) - neuropsychological diagnostics;
	TESTING	<ul style="list-style-type: none"> ○ Service or product testing: testing the service or a product and evaluating its feasibility, reliability, validity, and other characteristics, taking into account the environment in which the service or product will be used.
	ASSESSMENT, EXPERT OPINION, REPORT	<ul style="list-style-type: none"> ○ SP assess, evaluate and interpret relevant information and results (e.g. of an individual diagnostic, of a school-based intervention program) according to their professional objectives. ○ SP can professionally prepare a psychodiagnostic report on the basis of their knowledge of diagnostics.
	EVALUATION, MONITORING	<ul style="list-style-type: none"> ○ SP demonstrate a systematic approach to conducting evaluations: ○ Service or product evaluation: 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. ○ Evaluation planning: designing a plan for evaluating an intervention, including criteria derived from the intervention plan and the goals set, in a setting relevant to the service being demanded. ○ Evaluation Measurement: selection and application of measurement techniques appropriate to the implementation of the evaluation plan in a setting relevant to the service being demanded. ○ Evaluation analysis: conducting analyses according to the evaluation plan and drawing conclusions for the effectiveness of interventions in a setting relevant to the service being demanded. ○ 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)
	WISS. PRACTICE	<ul style="list-style-type: none"> ○ SP have an overview of the quantitative methods of empirical educational research and educational psychology ○ SPs work in an evidence-based manner, relying on a scientific knowledge base and validation of methods, theories, and treatments ○ SP provide insights from practice to research to advance professional practice. ○ SP can work independently on scientific questions ○ SP have the competence to critically evaluate the validity and methodology of studies in empirical educational research. ○ SP can translate research and practice-relevant questions into scientific research designs

		<ul style="list-style-type: none"> ○ SP can appropriately plan, implement, conduct, present, discuss, and evaluate their own research projects, as well as critically interpret self-generated research findings and assess their relevance to practice, demonstrating a systematic approach to conducting research activities: <ul style="list-style-type: none"> -Hypothesis formulation and testing -SP can independently establish research designs, implement them, and present these results in a standards-compliant manner: Formulation of research questions, research strategies, research design issue (reliability, validity, replication); research designs (experimental, cross-sectional, longitudinal, case study, comparative, etc.); ethical issues. -Data collection: collection of research data (qualitative and quantitative), including experimental methods, case study, interviews, questionnaire. -Data analysis: analyzing research data statistically. Analyze research data qualitatively ○ SP independently carry out the recruitment process of test persons as well as data collection / processing and analysis
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<ul style="list-style-type: none"> ○ SP have effective time management: plan and manage time ○ SP can professionally organize relevant data, information, and content from a variety of sources: <ul style="list-style-type: none"> - search, process, analyze, store, retrieve, delete - use of information and communication technology - effectively collect data, info, content from books, journals, documents, people; - Obtain data, information, and content by designing and conducting interviews; designing and conducting surveys; - Documentation of data, information, content
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	
	PROFESSIONAL COLLABORATION/ NETWORKING	
	WORK ORIENTATION (INDIVIDUAL,CO MPANY)	<ul style="list-style-type: none"> ○ SP act in a goal-oriented/goal-directed manner: propose and negotiate goals with the client, set acceptable and feasible goals, and establish criteria for evaluating goal achievement at a later date.

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| | | <ul style="list-style-type: none">○ SP are innovative7creative and develop new services or products based on psychological theories and methods for use by clients or psychologists; develop new interventions, products, and services that potentially meet current or future client needs and generate new forms of professional activity or business; introduce services or products and promote their proper use by clients or other psychologists.○ SPs take a resource-oriented approach by systematically promoting the existing self-help potential among those affected and their environment in the preventive, diagnostic, counseling and therapeutic handling of psychological problems of children and adolescents, which can be applied to a wide range of problems and situations in the school context and the other living environments of children (family and leisure time).○ SP possess analytical skills: Service or product definition & needs analysis (defining the purpose of the service or product, identifying relevant stakeholders, analyzing requirements and constraints, creating specifications for the product or service considering the environment in which the service or product will be used; data information analysis).○ SP have an interest in problem solving: Service or product design; 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. |
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SOCIAL COMPETENCE - SKILLS AND ABILITIES

PREVENTION AND INTERVENTION	ADVICE, SUPPORT, ACCOMPANIMENT (BUB), PROMOTION	<ul style="list-style-type: none"> ○ SP are competent to perform addressee-related psychological counseling, support, accompaniment, promotion, also in the intercultural context and migration area, and offer these services for their target audience/person (individual, group, system counseling). ○ SP competently promote the well-being, psychosocial behavior, and learning and performance behaviors of students. ○ SP promote teacher health ○ SP promote educational competence of target groups/persons (parents, teachers..)
	CRISIS INTERVENTION	<ul style="list-style-type: none"> ○ SP are competent to conduct mediation/counseling in the area of tension between pupils, parents, teachers and school authorities. ○ SP work with school personnel, family and community personnel to develop, select, implement and evaluate programs that help prevent violence and resolve psychosocial problems in crisis situations (death, natural disasters, bombings, pandemics.)
	TREATMENT/THERAPY	<ul style="list-style-type: none"> ○ SP who can competently provide psychological treatments /therapies, offer these services to their target audience/person
	PSYCHOEDUCATION, TRAINING, PUBLIC INFORMATION	<ul style="list-style-type: none"> ○ SP inform clients in a manner that meets client needs and expectations. ○ SP can develop concepts and discourses to answer questions of school psychology (e.g., bullying issues, school absenteeism, behavioral disorders, inclusion debate, well-being of students, etc.) and communicate them in an addressee-oriented manner. ○ SPs carry out information and training measures on topics relevant to school psychology, e.g., qualification measures for guidance counselors. ○ SP inform the public about relevant school psychology topics, e.g., through audiovisual presentations ○ SP have teaching skills and competently provide training programs and in-service trainings for their target audience/person (pedagogical staff, parents, pupils) and conduct them when needed; e.g. managing, adapting and improving group processes in school classes (socialization processes, bullying, etc.) ○ SP apply supervision techniques independently ○ SP competently teach learning techniques (motivate, concentrate, work attitude, work and social behavior, work organization, etc.)

		<ul style="list-style-type: none"> ○ SP collaborate with professionally relevant partners in psychoeducation, e.g., to develop, evaluate, plan, and make decisions about processes at the individual, group, and system levels, and to build professionally relevant networks
DIAGNOSTICS, EVALUATION	DIAGNOSTICS	<ul style="list-style-type: none"> ○ SP can help to shape diagnosis, goal clarification and change processes in the context of schools
	TESTING	
	ASSESSMENT, EXPERT OPINION, REPORT	<ul style="list-style-type: none"> ○ SP can expertly write oral and written reports or use other appropriate oral and/or audiovisual means 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 (provide feedback, clarify referral issues, present guidelines for interventions..).
	EVALUATION, MONITORING	
	WISS. PRACTICE	<ul style="list-style-type: none"> ○ SP can present feedback from their research orally and in writing in various contexts in a scientifically correct and generally understandable manner ○ SP are able to communicate the current state of research and application to professional representatives and laypersons in a clear and unambiguous manner their conclusions and the information and motivations underlying them, to exchange information, ideas, problems and solutions with professional representatives and with laypersons at a scientific level (data generation and analysis using common statistical evaluation programs, communication of research results, preparation and implementation of training courses and trainings) (Communicative competence)
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<ul style="list-style-type: none"> ○ SP have competency in practice management: 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 resource, operational, and employee management offerings
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○ SP acquire scientifically based, practical, preventive and diagnostic/counseling competence through experience under supervision, cooperation with child and adolescent psychologists and psychotherapists working in practice as well as practice institutions. ○ SPs make use of collegial counseling, intervision and supervision opportunities and take part in continuing education and training programs.
	PROFESSIONAL COLLABORATION/NETWORKING	<ul style="list-style-type: none"> ○ SP are competent in multiprofessional and interdisciplinary cooperation, e.g. with pediatricians and, in the context of school, with teaching staff, pedagogical support staff, with psychosocial institutions and health services ○ SP can work together in a team and take on prominent responsibility there ○ SP promote cooperation in the area of school and with other institutions whose assistance may be relevant for the school, e.g. support for the establishment of internal school networks against violence and promotion of cooperations

		<ul style="list-style-type: none"> ○ SP help organize school events, participate in extracurricular activities relevant to school psychology , take <i>part in</i> pedagogical conferences ○ SP establish and maintain professional relationships: Establish and maintain relationships with other professionals and relevant organizations, e.g., through networking; Resource management: establish and maintain relationships with (potential) clients, monitor client needs and satisfaction, identify opportunities to expand professional activities or business. ○ SP are able to shape relationships and build motivation in interactions with their target groups/people). ○ SP have appropriate rapport with clients and others in their professional practice ○ SP can interpret intentions of people in interaction and communication ○ SP interact and communicate with colleagues and professionally relevant partners in prevention, intervention, diagnosis, and evaluation to achieve their professional goals. ○ SP deal constructively with differences within their own collegium (ability to resolve conflicts, ability to integrate) ○ SP contribute to the development of their own team
	<p>WORK ORIENTATION (INDIVIDUAL, COMPANY)</p>	<ul style="list-style-type: none"> ○ SP interact (inform, advise, accompany, support, promote, collaborate, intervene, diagnose, evaluate, exchange) and communicate orally and in writing with their target groups/persons and relevant partners (colleagues, other professionals..) ○ SP work in a client-oriented manner: Current or potential clients are made aware of current and new products and services, clients are contacted, service offers are made ○ SP access, evaluate, and use information from a variety of information sources to assure or improve the quality of school psychological services. ○ SP are able to communicate orally and in writing effectively, appropriately and to the addressee in their native language (including 2-way communication) ○ SP are able to communicate in a second language ○ SP can use information and communication technology professionally ○ SP are able to communicate the current state of research and application to professional representatives and laypersons in a clear and unambiguous manner their conclusions and the information and motivations underlying them, to exchange information, ideas, problems and solutions with professional representatives

and with laypersons at a scientific level (data generation and analysis using common statistical evaluation programs, communication of research results, preparation and implementation of training courses and trainings) (Communicative competence)

- SP can work with the diversity of their target groups/persons and show cultural competence
- SP interact with clients to achieve the goal of the intervention/service (goal specification).
- SP can make and justify a reasoned decision when faced with moral/ethical dilemmas

○ SELF-COMPETENCE - SKILLS AND ABILITIES

PREVENTION AND INTERVENTION	ADVICE, SUPPORT, ACCOMPANIMENT (BUB), PROMOTION	
	CRISIS INTERVENTION	
	TREATMENT/THERAPY	
	PSYCHOEDUCATION, TRAINING	
DIAGNOSTICS, EVALUATION	DIAGNOSTICS	
	TESTING	
	ASSESSMENT, EXPERT OPINION, REPORT	
	EVALUATION, MONITORING	
	WISS. PRACTICE	<ul style="list-style-type: none"> ○ SP integrate research ethics knowledge into their profession and act accordingly. ○ SP critically reflect on their own work with regard to empirically based, evidence-based work.
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	
	LIFELONG LEARNING, CONTINUING EDUCATION	<ul style="list-style-type: none"> ○ SP update and further develop own competences, knowledge and skills in accordance with changes in the field and standards and requirements of the psychological profession as well as national and European regulations (e.g. EFPA- regulations on EuroPsy). ○ SP are ready for lifelong learning

	AND TRAINING	
	PROFESSIONAL COLLABORATION/NETWORKING	
	WORK ORIENTATION (INDIVIDUAL, COMPANY)	<ul style="list-style-type: none"> ○ SP have metacognitive skills (abstract thinking, analysis and synthesis skills, holistic thinking). ○ SP can apply their knowledge, understanding, and problem-solving skills to new and unfamiliar situations that have a broader or multidisciplinary connection to their profession ○ SP are able to make scientifically sound and reasoned decisions even on the basis of incomplete or limited information and to deal with uncertainty ○ SP are able to integrate knowledge and deal with complexity ○ SP are able to acquire new knowledge and skills independently and to work largely self-directed and/or autonomously ○ SP are capable of self-criticism, e.g. they reflect on their own competence in the context of their professional role ○ SP are able to generate new ideas in their professional practice (creativity) ○ SP are able to take initiative in their profession (entrepreneurship) ○ SP assume professional responsibility with determination and perseverance in assigned tasks ○ SP can organize themselves: Set goals, set priorities, estimate resources needed; plan activities; organize activities; monitor own progress and performance; ability to work independently. ○ SP have professional resilience, e.g. SP can cope with professional changes, are resilient ○ SP pay attention to their own well-being

PROFESSIONAL COMPETENCE - SETTINGS

PREVENTION AND INTERVENTION	ADVICE, SUPPORT, ACCOMPANIMENT (BUB), PROMOTION	<ul style="list-style-type: none"> ○ SP critically reflect on their professional role in counseling, support, guidance, and advancement. ○ SP value digitally related activities in counseling, support, guidance, and advancement.
	CRISIS INTERVENTION	<ul style="list-style-type: none"> ○ SP critically reflect on their professional role in crisis intervention. ○ SP value digital-related activities in crisis intervention.
	TREATMENT/THERAPY	<ul style="list-style-type: none"> ○ SP critically reflect on their professional role in treatment/therapy. ○ SP value digital-related activities in treatment/therapy
	PSYCHOEDUCATION, TRAINING	<ul style="list-style-type: none"> ○ SP critically reflect on their professional role in psychoeducation, continuing education, training, and information sessions for the public or relevant target groups/individuals ○ SP value digital-related activities in psychoeducation and training.
DIAGNOSTICS, EVALUATION	DIAGNOSTICS TESTING	<ul style="list-style-type: none"> ○ SP critically reflect on their professional role in diagnostic activities. ○ SP value digital-related activities in diagnostics
	ASSESSMENT, EXPERT OPINION, REPORT	<ul style="list-style-type: none"> ○ SP critically reflect on their professional role in writing reports and expert opinions (disclosure of data, information. And contents; data protection, duty of confidentiality, protection of privacy...). ○ SP value digitally related activities in assessment, report and appraisal writing.
	EVALUATION, MONITORING	<ul style="list-style-type: none"> ○ SP critically reflect on their professional role in the context of evaluations and monitoring activities. ○ SP value digital-related activities in evaluation and monitoring.
	WISS. PRACTICE	<ul style="list-style-type: none"> ○ SP critically reflect on their professional role in the context of research activities. ○ SP value digital-related activities in their scientific practice
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<ul style="list-style-type: none"> ○ SP critically reflect on their professional role in the management of data and documents e.g. in relation to exchange of data, information and content (data protection, duty of confidentiality, protection of privacy, patients' rights...). ○ SP critically reflect on their professional role in the management of projects ○ SP critically reflect on their professional role in time management ○ SP value digital-related activities in administration

	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○ SP are willing to undergo further and continuing professional training and to keep their professional competence up to date ○ SPs value digital-related activities in their own education, training, and continuing education. ○
	PROFESSIONAL COLLABORATION/NETWORKING	<ul style="list-style-type: none"> ○ SP critically reflect on their professional role in collegial, multiprofessional and interdisciplinary collaboration. ○ SP value digital-related activities in professional collaboration
	WORK ORIENTATION (INDIVIDUAL, OPERATING)	<ul style="list-style-type: none"> ○ Normative-ethical setting: <ul style="list-style-type: none"> - SP are prepared to act professionally on the basis of legal (e.g. service law, school laws, psychologists/psychotherapists law, DSGVO,...), professional (e.g. mission statement (self-image) of school psychology) and professional ethical standards (e.g. EFPA Ethical Meta-Code); - SP are ready to act professionally on the basis of the UN - Convention on the Rights of the Child, especially with well-being (protection/safety) as a guiding principle in the work with children and adolescents. - SP critically reflect on professional ethical principles of school psychology. ○ SP are willing to critically reflect on the role as SP (clarification of assignments, different assignments, in the system of psychosocial care in the child and youth sector, child welfare, child protection and children's rights, data protection, confidentiality and dealing with reports with regard to empirically based, evaluated work) in the working context ○ SP value digital-related expertise ○ SP are willing to represent professional authority

METHODOLOGICAL COMPETENCE - SETTINGS

PREVENTION AND INTERVENTION	ADVICE, SUPPORT, ACCOMPANIMENT (BUB), PROMOTION	<ul style="list-style-type: none"> ○ SP value digital-related methodological competence in consulting, support, guidance and promotion
	CRISIS INTERVENTION	<ul style="list-style-type: none"> ○ SP value digital-related methodological competence in crisis intervention
	TREATMENT/THERAPY	<ul style="list-style-type: none"> ○ SP value digital-related methodological competence in consulting, support, guidance and promotion
	PSYCHOEDUCATION, TRAINING	<ul style="list-style-type: none"> ○ SP appreciate digital-related methodological competence in psychoeducation
DIAGNOSTICS, EVALUATION	DIAGNOSTICS	<ul style="list-style-type: none"> ○ SP appreciate digital-related methodological competence in diagnostics
	TESTING	<ul style="list-style-type: none"> ○ SP appreciate digital-related methodological competence in test diagnostics
	ASSESSMENT, EXPERT OPINION, REPORT	<ul style="list-style-type: none"> ○ SP value digital-related methodological competence in the preparation of expert opinions, reports and assessments.
	EVALUATION, MONITORING	<ul style="list-style-type: none"> ○ SP appreciate digital-related methodological competence in evaluation and monitoring.
	WISS. PRACTICE	<ul style="list-style-type: none"> ○ SPs take research ethics principles into account in their digital-related practice ○ SP value digital-related methodological competence in their scientific practice
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<ul style="list-style-type: none"> ○ SP value digital-related methodological competence in administration

	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> - SP value digital-related methodological competence in their own education, training, and continuing education.
	PROFESSIONAL COLLABORATION/NETWORKING	<ul style="list-style-type: none"> o SP value diverse digital-related methods of professional collaboration
	WORK ORIENTATION (INDIVIDUAL, COMPANY)	<ul style="list-style-type: none"> o SP value subject-specific digital-related methodological competence and a knowledge-oriented, evidence-based and factual approach to work o SP value a resource-oriented approach to systematically promote the existing self-help potential in the target groups/individuals and their environment o SP appreciate a systematic-methodical, goal-oriented way of working o SP value analytical skills, judgment, and an awareness of risks and consequences o SP are prepared to consider societal, scientific, and ethical insights arising from the application of their knowledge and decisions in a digital-related context

SOCIAL COMPETENCE - ATTITUDES

PREVENTION AND INTERVENTION	ADVICE, SUPPORT, ACCOMPANIMENT (BUB), PROMOTION	<ul style="list-style-type: none"> o SPs are prepared to help their target groups/persons solve psychosocial problems in a goal-oriented manner through preventive, counseling, accompanying, supporting and promoting activities o SP value social competence in digital-related advice, support, guidance and encouragement
	CRISIS INTERVENTION	<ul style="list-style-type: none"> o SP are prepared to advise, guide, support and encourage their target groups/individuals through intervention in school crisis situations. o SP value digital-related social competence in crisis intervention
	TREATMENT/THERAPY	<ul style="list-style-type: none"> o SP are prepared to treat and therapize their target groups/individuals in a goal-oriented manner

	PSYCHOEDUCATION, TRAINING	<ul style="list-style-type: none"> ○ SP are prepared to inform, advise, accompany, support and/or promote their target groups/persons in a goal-oriented manner through psychoeducation, training programs, advanced training and information events. ○ SP value digital-related social competence in psychoeducation and further training
DIAGNOSTICS, EVALUATION	DIAGNOSTICS TESTING	<ul style="list-style-type: none"> ○ SP are prepared to inform, advise, guide, support and/or encourage their target groups/individuals through diagnostic activities
	ASSESSMENT, EXPERT OPINION, REPORT	<ul style="list-style-type: none"> ○ SPs are prepared to provide goal-oriented information and support to their target groups/individuals through expert opinions and/or reports. ○ SP value digital-related social competence in diagnostics
	EVALUATION, MONITORING	<ul style="list-style-type: none"> ○ SP are prepared to inform, advise, and support their target groups/individuals through evaluation and monitoring in a goal-oriented manner ○ SP value digital-related social competence in evaluation and monitoring.
	WISS. PRACTICE	<ul style="list-style-type: none"> ○ SP are willing to engage in professional communication, interaction, and collaboration within the context of research activities relevant to school psychology ○ SP advocate cooperation and synergy of scientific-technological development and professional practice ○ SP value digital-related social competence in their scientific practice
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	<ul style="list-style-type: none"> ○ SP are prepared to communicate, interact and cooperate with professionally relevant partners and target groups/persons using administrative procedures. ○ SP value digital-related social competence in administration
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○ SP are willing to engage in continuing education and training in collaboration with others (e.g. collegial intervention and supervision) ○ SP value digital-related social competence in their own education, training, and continuing education.
	PROFESSIONAL COLLABORATION/NETWORKING	<ul style="list-style-type: none"> ○ SP are willing to work professionally in a respectful and inclusive manner with relevant target groups/individuals and partner:s ○ SP are willing to engage digitally on issues relevant to school psychology ○ SP are willing to collaborate with professionally relevant partner:s/organizations (e.g. advocate for professional collaboration with mental health care organizations and institutions). ○ SPs value the importance of active digital participation in professional associations or professionally relevant networks. ○ SP enjoy multi-professional and interdisciplinary digital-related collaboration

WORK
ORIENTATION
(INDIVIDUAL,
OPERATIONAL
)

- SP are prepared to interact and communicate digitally with relevant target groups/persons and partners in a professionally respectful and inclusive manner;
- SP are willing to be loyal to their service in the digital space
- SP are willing to act dutifully, conscientiously and credibly professionally in the digital space
- SP strive for professional integrity in the digital space
- SP are willing to engage in digital-related tasks in their field of activity with a willingness to experiment
- SP are ready to meet their professional target groups/persons with understanding in digital space and provide them with assistance
- SP are willing to adapt their professional activities to the digital needs of their target groups/persons (client orientation)
- SP take into account the influence of age, gender, culture, environment, impairment and aspects of non-discrimination and inclusion in school psychology digital-related services and interact/communicate accordingly in an addressee-oriented manner

SELF-COMPETENCE - ATTITUDES

PREVENTION AND INTERVENTION	ADVICE, SUPPORT, ACCOMPANIMENT (BUB), PROMOTION	
	CRISIS INTERVENTION	
	TREATMENT/THERAPY	
	PSYCHOEDUCATION, TRAINING	
DIAGNOSTICS, EVALUATION	DIAGNOSTICS	
	TESTING	
	ASSESSMENT, EXPERT OPINION, REPORT	
	EVALUATION, MONITORING	
	WISS. PRACTICE	
ADMINISTRATION, PROFESSIONAL DEVELOPMENT	ADMINISTRATION	
	LIFELONG LEARNING, CONTINUING EDUCATION AND TRAINING	<ul style="list-style-type: none"> ○ SPs are willing to engage in lifelong learning and to engage in formal, non-formal, or informal professional development using digital resources and digital literacy. ○ SP are prepared to independently acquire new professional digital-related knowledge and skills and to work largely self-directed and/or autonomously

	PROFESSIONAL COLLABORATION/NETWORKING	<ul style="list-style-type: none"> ○ SP are willing to work respectfully and inclusively with relevant target groups/persons and partners in the digital space. ○ SP are willing to build and maintain personal digital networks to ensure the quality of their services
	WORK ORIENTATION (individual, company)	<ul style="list-style-type: none"> ○ SP are prepared to apply their knowledge, understanding as well as problem-solving skills in the digital environment that are related to their profession in a broader or multidisciplinary way (problem-solving ability, readiness to work) ○ SP are prepared to make scientifically sound and reasoned decisions even on the basis of incomplete or limited information and to deal with uncertainty in digitally related situations (willingness to design, willingness to execute) ○ SP are ready to integrate knowledge and deal with complexity in the digital space ○ SP are prepared to work digitally in a largely self-directed and/or autonomous manner ○ SPs are prepared to self-critique their digital-related practice , e.g., reflect on their own digital literacy and ethical stance in the context of their professional role ○ SP are willing to generate digital-related ideas in their professional practice (creativity, innovativeness) ○ SP are willing to take initiative in digital-related professional work (entrepreneurial spirit, agile mindset) ○ SP are willing to take professional responsibility with determination, perseverance, discipline and reliability in the assigned digital-related tasks ○ SP are willing to be self-organized in digital-related work: set goals, prioritize, assess resources needed; plan activities; organize activities; monitor own progress and performance; be willing to work independently ○ SP are open to change and ready to deal with professional changes in a digital-related context (readiness to adapt) ○ SP interested in taking care of their own digital well-being professionally