

APPENDIX 9 ISPA SEVEN PROFESSIONAL ROLES MODEL ADAPTED TO DIGITAL RELATED WORK AND ASSIGNMENT OF SURVEY ITEMS TO ROLES AND EVALUATION

SEVEN PROFESSIONAL ROLES IN SCHOOL PSYCHOLOGY

1. As an **expert** competences are needed in the area of

- Cognitive, social, and emotional development of students,
- Biological processes related to mental functioning, such as heritability, neurological processes, etc.,
- Educational structure and legislation,
- Youth, social and health care facilities in the working environment
- Inclusive school
- Health Education

2. As a **communicator**, competences are required in the following areas

- Building and maintaining relationships
- Surveys/interview
- Oral, written and target group-oriented reporting
- Communicate in an open and respectful manner with students*, parents, and faculty.
- Communication in the language of the client
- Information, psychoeducation, training of pupils, parents, teachers, schools, professionals, public
- Psychoeducation in the field of health
- Supervision/intervision of colleagues

3. As a **team player (collaborator)**, competences are needed in the area of

- School-Parent-Community Collaboration
- Involvement of students' environment* (home environment, teachers, etc.) in prevention, assessment and treatment.
- Cooperation with external specialists of own and other disciplines (psychologists, pedagogues, doctor, speech therapist, police, etc.)
- Consulting
- Translating the assessment results into action-oriented recommendations
- Supervision of pupils for the prevention of problems
- Supporting clients so that they (again) take responsibility for their own development
- Cultural competence: working with families from different cultural backgrounds/culturally sensitive assessment, care and treatment/consideration of the cultural background and educational views of students* and parents/communication with clients speaking other languages in the language of the client.
- Constructive handling of differences within one's own team

4. As an **organizer (support of the system)** competences are needed in the area of

- Contribution to school and system organization, concept development and implementation.
- Knowledge of the educational structure and legislation
- Contribution to the inclusive education policy of a school/facility.
- Inclusive instruction for students with special education needs or a disability.
- Supporting schools/institutions in the selection, implementation and evaluation of innovations.
- Contribution to the development of the own team

5. As a **mental health advocate, competences are needed in the area of**

- Supporting students to solve/avoid problems.
- Mental health promotion (health promotion/psychoeducation/prevention/support).
- Control, adaptation and improvement of group processes (for example, socialization processes, bullying, etc.)
- Dealing with problem and crisis situations
- Support of the client in the control of his own development
- Culturally sensitive diagnostics, support and treatment
- Offer of appropriate information/psychoeducation
- Conversion of diagnostic results into action-oriented consulting

6. As a **Scientist-Practitioner competences are required in the area of**

- Make and take responsibility for evidence-based decisions
- Systematic observation and evaluation of implemented interventions
- Critical assessment of the psychometric qualities (validity, reliability) of instruments
- Research design and implementation
- Use of a scientific, problem-solving cycle of hypothesis generation and testing in diagnostics and interventions.
- Analysis and interpretation of research results
- Assessing the quality of scientific investigations/research activities and critically evaluating scientific findings.

7. As a **professional, competences are required in the following areas**

- Role and functions of school psychologists nationally and internationally
- Legal basis of the education policy
- Ethical principles of professional practice
- Constructive handling of differences within one's own team
- Ability to make and justify an informed decision when faced with moral/ethical dilemmas.
- Awareness and reflection of the self
- Contribute to the development of own team
- Reflection of own strengths and weaknesses
- Realize own professional advancement
- Intervention/supervision of colleagues

ROLES ADAPTED BY DICOSP STUDY TO DIGITAL-RELATED WORK OF SP

Expert

- Be able to perform a diagnostic and/or consultation digitally
- Be 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 students and apply this knowledge. SP have knowledge about digital diagnostics and intervention with students 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 students.

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
- Be 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

Teampayer

- 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 students, e.g., to promote and provide comprehensive coordinated digital services for children and families.

Knowledge of factors influencing the multimedia development of students;

SP are aware of the influences of different family environments and compositions on the development of students, as well as methods for increasing family involvement in promoting the academic, psychological, and multimedia development of students. SP collaborate 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 in the use of appropriate and non-discriminatory digital assessment 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 working
- 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 support safe, caring, and supportive digital learning environments for children and others.

Advocates in mental health: 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. 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.

- Be 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 are also familiar with digital prevention in school crises/critical incidents as well as effective digital post-crisis interventions, prevention and intervention of 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 students.

Scientific Practitioner

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

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.

SP know the digital transformation of school psychology, the digital-related roles of SP and the importance of professional associations in school psychology for digital transformation in professional practice. SPs value being part of an international community of SPs by being members of international associations and exchanging digitally ideas with colleagues from different countries.

Legislation that affects digital-related practice

SP are familiar with the most important laws and related guidelines of remote 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.

ASSIGNMENT OF THE QUESTIONNAIRE ITEMS TO SEVEN PROFESSIONAL ROLES MODEL

ROLE PROFESSIONAL	ITEM
G2Q00003 SQ001	I can use various digital tools safely and creatively (e.g. email, PDF, PPT, Zoom, BigBlueButton)
G2Q00003 SQ004	I take into account risks and dangers in digital environments in my professional practice (e.g., use of a privacy-compliant platform for online counseling)
G2Q00003 SQ005	I know how to protect my own digital identity
G2Q00003 SQ014	I take care of my digital well-being by, for example, drawing boundaries between leisure and work
G2Q00003 SQ016	I self-critically reflect on my own digital practice and actively develop it further
G2Q00003 SQ020	I know which information about students may be stored digitally due to legal regulations.
G2Q00003 SQ022	I know professional and legal standards to ensure the quality of my digital services
G2Q00003 SQ023	I understand the impact of digitization on SP practice
G2Q00004 SQ008	How important are digital skills in training of pedagogical staff and how often do you apply digital resources?
G2Q00004 SQ009	How important are digital skills in your own training and how often do you apply digital resources?
G2Q00004 SQ015	How important are digital skills in administration and how often do you apply digital resources?
G200005 SQ007	I like to learn new things
G2Q000064	I can deal with digital challenges in my job as required
ROLE COMMUNICATOR	ITEM
G200005 SQ006	I also succeed in building a personal relationship in digital communication
G2Q00003 SQ003	I can organize, store, retrieve, and send reports digitally
G2Q00003 SQ006	I can communicate digitally (e.g. via Zoom, WhatsApp, Snapchat) according to the needs of my target group/person]

G2Q00003 SQ009	I can design and present an SP topic digitally in a variety of formats (e.g., PDF, PPT, video, audio, photo, blog), e.g., guidance for parents on dealing with school lockdown
G2Q00003 SQ018	I consider the importance of digital tools for young people
G2Q00004 SQ006	How important are digital skills in informing the public on relevant topics and how often do you apply digital resources?
G2Q00004 SQ007	How important are digital skills in psychoeducation and how often do you apply digital resources?
G2Q00004 SQ013	How important are digital skills in report writing and how often do you apply digital resources?
G2Q00004 SQ017	How important are digital skills in your communication with target groups and how often do you apply digital resources?

ROLE SCIENTIFIC PRACTICIONAR	ITEM
G2Q00003 SQ024	I can systematically evaluate my digital applications
G2Q00004 SQ014	How important are digital skills in the evaluation of projects/services and how often do you apply digital resources?
G2Q00005 SQ012	I make an effort to analyze difficulties encountered online, find an improvement and try it out next time

ROLE TEAMPLAYER	ITEM
G2Q00003 SQ008	I can effectively use digital tools (e.g., Etherpad) in collaborative casework with colleagues.
G2Q00004 SQ016	How important are digital skills in collegial cooperation and how often do you apply digital resources?
G2Q00004 SQ005	How important are digital skills in supporting parents and how often do you apply digital resources?
G200005 SQ013	I constructively address problems and conflicts in my work environment related to remote work
G2Q000067	I support my professional environment in applying digital working methods appropriately and as required (coordinator)
G2Q000068	I like to help my colleagues with solving digital problems (mentor)

ROLE ADVOCAT MENTAL HEALTH	ITEM
G2Q00003 SQ021	I am able to help schools prevent cyberbullying
G2Q00004 SQ003	How important are digital skills in health promotion and how often do you apply digital resources?
G2Q00004 SQ010	How important are digital skills in crisis intervention and how often do you apply digital resources?
G2Q00004 SQ011	How important are digital skills in treatment/therapy and how often do you apply digital resources?

ROLE ORGANIZER	ITEM
G2Q00003 SQ012	I advocate for children's rights in the digital space
G2Q00005 SQ001	I am willing to actively engage in change (e.g., offer an online calendar for meeting appointments)
G2Q00005 SQ002	I can deal with complexity, e. g. by alternating synchronous/asynchronous or online/offline work
G2Q00005 SQ003	I can endure uncertainties and deal with risks, for example, by carrying out an online consultation without having everything under control technically.
G2Q00005 SQ004	I am good at prioritizing when dealing with a flood of emails
G2Q00005 SQ005	I can organize myself well in the face of increasing flexibility in working hours and places
G2Q00005 SQ008	I can think agilely, for example, by making suggestions to my employer on how the service can be improved digitally

G2Q00005SQ009	During the school lockdown, despite many concerns, I took responsibility for remote work
G2Q00005SQ010	I am convinced that I can effectively apply digital resources in my job
G2Q00004 SQ004	How important are digital skills in supporting pedagogical staff and how often do you apply digital resources?
G2Q00003 SQ007	I digitally network with other partner organizations to promote the healthy development of children (e.g., children's and youth networks in Austria)

ROLE EXPERT	ITEM
G2Q00003 SQ002	I can find digital specialized information, such as psychological databases, scientific blogs, etc., on the Internet and filter them for quality
G2Q00003 SQ010	I know about copyrights and licenses
G2Q00003 SQ011	I can write simple programs
G2Q00003 SQ013	I know technical solutions to protect confidentiality in digital consultations
G2Q00003 SQ015	I can use assistive resources to increase digital participation....
G2Q00003 SQ017	I know electronic test procedures for students and can critically evaluate their psychometric qualities.
G2Q00003 SQ019	I can promote the competence of students to protect themselves in the digital space
G2Q00004SQ001	How important are digital skills in counselling and how often do you apply digital resources?
G2Q00004SQ002	How important are digital skills in learning support and how often do you apply digital resources?
G2Q00004 SQ012	How important are digital skills in assessments and how often do you apply digital resources?
G2Q00005 SQ011	I like to deal with technical devices
G2Q000065	I master digital requirements in my profession easily and, due to my high level of expertise, contribute to the digital transformation in my working environment (expert)
G2Q000066	I like to introduce new digital procedures or tools in my workplace frequently (innovator)