

APPENDIX 16 RESULTS OF LITERATURE REVIEW - IDENTIFIED PUBLICATIONS ON SCHOOL PSYCHOLOGY AND DIGITAL COMPETENCE

- (1) Publications in response to the Covid-19 pandemic, also working conditions in crisis mode. Most of the contributions point to a digital increase in remote work and to ethical aspects.
- (2) Publications on the digital competence of psychology students, which provide an insight into the expected digital skills of future SPs
- (3) Publications on the position of the SP in digital transformation
- (4) Publications on professional ethical aspects of remote working methods in school psychology
- (5) Publications on learning and teaching theories and methods in the digital context
- (6) Publications on digital tools and methods in educational psychology/ school psychology
- (7) Publications on school psychological support for the digital transformation of the educational system, especially in schools
- (8) Publications to support the (mental) health development of children, adolescents/families and teachers in a digital context.

(1) PUBLICATIONS IN RESPONSE TO THE COVID-19 PANDEMIC		
Reupert, A., Schaffer, G. E., Von Hagen, A., Allen, K.-A., Berger, E., Büttner, G., May, F. (2021). The practices of psychologists working in schools during COVID-19: A multi-country investigation. <i>School Psychology</i> . Advance online publication.	https://doi.apa.org/fulltext/2021-73529-001.html	EN
Von Hagen A., Müller, B., Sedlak A., Bachmann G., Herbert J. & Büttner G. (2021) Efficacy of Remote as Compared to In-Person School Psychological Services: A Rapid Systematic Evidence Review, <i>Journal of Educational and Psychological Consultation</i> , DOI: 10.1080/10474412.2021.1963267	https://www.tandfonline.com/doi/abs/10.1080/10474412.2021.1963267?journalCode=hepc20	EN
Farmer, R.L., McGill, R.J., Dombrowski, S.C. et al. (2020) Conducting Psychoeducational Assessments During the COVID-19 Crisis: the Danger of Good Intentions. <i>Contemporary School Psychology</i>	https://doi.org/10.1007/s40688-020-00293-x	EN
Ryan L. Farmer a.o. (2020) Teleassessment With Children and Adolescents During the Coronavirus (COVID-19) Pandemic and Beyond: Practice and Policy Implications, <i>APA Professional Psychology: Research and Practice</i> 2020 Vol. 51, No. 5, 477-487, ISSN: 0735-7028	http://dx.doi.org/10.1037/pro0000349	EN
Oklahoma School Psychology Association OSPA White Paper: Special Education Evaluations & Virtual Assessment During the COVID-19 Global Pandemic	https://okspa.memberclicks.net/assets/docs/Special%20Education%20Evaluations%20and%20Virtual%20Assessment%20During%20the%20COVID-19%20Global%20Pandemic.pdf	EN
Schober Barbara, Lüftenegger Marko, Spiel Christiane (2021), Studie Lernen unter Covid-19 Bedingungen', Fakultät für Psychologie der Universität Wien	https://lernencovid19.univie.ac.at/ergebnisse/	D
Farmer, R. L., McGill, R. J., Dombrowski, S. C., Benson, N. F., Smith-Kellen, S., Lockwood, A. B., Powell, S., Pynn, C., & Stinnett, T. A. (2021). Conducting psychoeducational	https://doi.org/10.1007/s40688-020-00293-x https://link.springer.com/article/10.1007%2Fs40688-020-00293-x	EN

assessments during the COVID-19 crisis: The danger of good intentions. <i>Contemporary School Psychology</i> , 25, 27–32.	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7265873/	
Farmer, R. L., McGill, R. J., Dombrowski, S. C., McClain, M. B., Harris, B., Lockwood, A. B., Stinnett, T. A. (2020). Teleassessment with children and adolescents during the coronavirus (COVID-19) pandemic and beyond: Practice and policy implications. <i>Professional Psychology: Research and Practice</i> .	https://psyarxiv.com/2py3j https://psycnet.apa.org/fulltext/2020-69507-001.pdf	EN
Hiramoto, J. (2020). Mandated special education assessments during the COVID-19 shutdown (California Association of School Psychologists position paper).	https://casponline.org/pdfs/position-papers/CASP%20Covid-19%20Assessment%20Position%20Paper.pdf	EN
Huber, S.G., Helm, C. (2020) COVID-19 and schooling: evaluation, assessment and accountability in times of crises—reacting quickly to explore key issues for policy, practice and research with the school barometer. <i>Educ Asses Eval Acc</i> 32, 237–270 (2020)	https://doi.org/10.1007/s11092-020-09322-y	EN

(2) PUBLICATIONS ON THE DIGITAL SKILLS OF PSYCHOLOGY STUDENTS

Leichner, N., Peter, J., Mayer, A.-K., & Krampen, G. (2013). Assessing information literacy among German psychology students . <i>Reference Services Review</i> , 41(4), 660-674. doi:10.1108/RSR-11-2012-0076	https://www.zpid.de/pub/research/2013_leichner-et-al_Assessing-information.pdf	EN
Leichner, N. (2015). <i>Multimodale Erfassung von Informationskompetenz bei Psychologiestudierenden</i> (Dissertation Universität Trier, Fachbereich I – Psychologie).	https://ubt.opus.hbz-nrw.de/opus45-ubtr/frontdoor/deliver/index/docId/685/file/diss_final_print_2.pdf	D
Peter, J. (2015). <i>Lehre von Informationskompetenz im Fach Psychologie: Konzeptionelle und strategische Überlegungen sowie empirische Befunde</i> . In A.-K. Mayer (Hrsg.), <i>Informationskompetenz im Hochschulkontext – Interdisziplinäre Forschungsperspektiven</i> (S. 179-194). Lengerich: Pabst Science Publishers.		D
Bocanegra, Joel O, Gubi, Aaron A, Callan, Gregory L & Clayson, Emery. (2019). <i>The impact of video exposure on students entering school psychology</i> . <i>Psychology in the Schools</i> , 56, 1287-1300.	https://doi.org/10.1002/pits.22275	EN
Ana Cázares (2010) <i>Proficiency and attitudes toward information technologies' use in psychology undergraduates</i> , <i>National Pedagogic University Mexico, Computers in Human Behavior</i> 26(5):1004-1008, DOI: 10.1016/j.chb.2010.02.015		
Pedraza Medina, Haydée, Cázares Castillo, Ana Nulia, and Vélez Espinoza, Maricela (2009) <i>Expertise, attitudes and perception in psychology undergraduate using information and communication technologies</i> , <i>IFIP WCCE</i>	https://www.ifip.org/wcce2009/proceedings/papers/WCCE2009_pap270.pdf	EN

(3) PUBLICATIONS ON THE POSITION OF THE SP IN DIGITALITY

Eckert Marcus, Tarnowski Torsten und Sieland Bernhard (2015) Mediale Angebote und Online-Programme in: K. Seifried, S.Drewes, M. Hasselborn Hrsg. (2015) Handbuch Schulpsychologie – Psychologie für die Schule, Kohlhammer, S.437-445		D
Dawson, M., Cummings, J. A., Harrison, P. L., Short, R. J., Gorin, S., & Palomares, R. (2003). The 2002 Multisite Conference on the Future of School Psychology: Next Steps. School Psychology Quarterly, 18(4), 497–509	https://doi.org/10.1521/scpq.18.4.497.26998	EN
Pfohl W., Jellins L. (2017) School Psychologists in the Digital Age, Handbook of Australian School Psychology p.707722	https://link.springer.com/chapter/10.1007%2F978-3-319-45166-4_37	EN
Kruger L.J., Maital S. Macklern G. Weksel T., Caldwell R. (2002) The Internet and School Psychology Practice, Journal of Applied School Psychology Vol 19, 2002 Issue 1, pp 95-111	https://www.tandfonline.com/doi/abs/10.1300/J008v19n01_07	EN
Jellins, L. (2013). Investigating the emerging use of technology to enhance the delivery of psychological services in schools. Canberra, ACT: The Winston Churchill Memorial Trust.		EN
Graesser Arthur C. ,Sabatini John , Li Haiying (2021) Educational Psychology Is Evolving to Accommodate Technology, Multiple Disciplines, and Twenty-First-Century Skills, Annual review of psychology 2022 73:1	https://www.annualreviews.org/doi/10.1146/annurev-psych-020821-113042	EN
Giaouri St. (2021) Utilizing telepsychology at school: new challenges and concerns, European Journal of Social Sciences Studies, Vol 6, Issue 3, 2021 DOI: 10.46827/ejsss.v6i3.1026	https://www.researchgate.net/publication/353784744_UTILIZING_TELEPSYCHOLOGY_AT_SCHOOL_NEW_CHALLENGES_AND_CONCERNS	EN
Gebremeskel Gebeyehu Belay, Kebede Ayenew Arega, Chai Yi (2016) The Paradigm Role of ICT for Behavioral and Educational Psychology: The Case of Developing Countries, International Journal of Information and Education Technology, Vol. 6, No. 4, April 2016	http://www.ijiet.org/vol6/704-E30028.pdf	EN
Hunter C.K., Bloomfield B.S., Wu Sh., Fischer A.J. (2021) A Systematic Review of School Teleconsultation: Implications for Research and Practice, School Psychological Review DOI: 10.1080/2372966X.2021.1894478		EN
Florell, D. (2011). Using advancing technologies in the practice of school psychology. In T. M. Lionetti, E. P. Snyder, & R. W. Christner (Eds.), A practical guide to building professional competencies in school psychology (p. 227–244). Springer Science + Business Media. https://doi.org/10.1007/978-1-4419-6257-7_14	https://link.springer-com-443.webvpn.jnu.edu.cn/chapter/10.1007%2F978-1-4419-6257-7_14 https://link.springer.com/chapter/10.1007/978-1-4419-6257-7_14	EN
Florell Dan The virtual school psychologist and telehealth webinar	https://schoolpsych.com/course/telehealth/	EN
Cummings, J. A. (2011). Technology in the practice of school psychology: The future is past tense. In M. A. Bray & T. J. Kehle (Eds.), The Oxford handbook of school psychology Edited by Melissa A. Bray and Thomas J. Kehle (pp. 831–859). New York, NY: Oxford University Press. DOI 10.1093/oxfordhb/9780195369809.013.0247	https://www.researchgate.net/publication/286673345_Technology_in_the_Practice_of_School_Psychology_The_Future_is_Past_Tense https://books.google.de/books?id=IrkUDAAAQBAJ&pg=PA831&lpq=PA831&dq=Technology+in+the+practice+of+school+psychology:+The+future+is+past+tense.&source=bl&ots=4jCS0ECDoC&sig=ACfU3U35CGNYIN5jtyp-nuhjDuozyWjN3Q&hl=de&sa=X&ved=2ahUKEwirky4mdrsAhWS2BOKHWVwA1MQ6AEwEnoE CAkQAq#v=onepage&q=Technology%20in%20the%20practice%20of%20school%20psychology%3A%20The%20future%20is%20past%20tense.&f=false https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195369809.001.0001/oxfordhb-9780195369809-e-042	EN

	https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195369809.001.0001/oxfordhb-9780195369809	
Coll, C. (2004). Psicología de la educación y prácticas educativas mediadas por las tecnologías de la información y la comunicación. Una mirada constructivista. Revista Electrónica Sinéctica, núm. 25, agosto-enero, pp. 1-24. Instituto Tecnológico y de Estudios Superiores de Occidente Jalisco, México.	https://www.redalyc.org/articulo.oa?id=99815899016	ESP
Chacon, T. (2009) Diss. A survey of school psychology faculty members knowledge, skills and attitudes regarding distance education and distance education technologies, State University of New York at Albany.	https://www.proquest.com/openview/e043eb50445abce7c6440c4e40669f7c/1?pq-origsite=gscholar&cbl=18750&diss=y	EN
Fischer A.J, Schultz B.K., Erchul W.P. (2018) Teleconsultation as the New Frontier of Educational and Psychological Consultation: Introduction to the Special Issue, Journal of Educational and Psychological Consultation Vol.28, Issue 3, p.249-254	https://www.tandfonline.com/doi/abs/10.1080/10474412.2018.1425880?scroll=top&needAccess=true&journalCode=hepc20	EN
Mishra,P.,Koehler M.J., Greenhow C. (2015) The work of educational psychologists in a digitally networked world. In: Corno L., Andermann E. M. Handbook of Educational Psychology 3 rd ed. Pp.29-40 Routledge New York		EN
Harchenko Eugene Sergeevna „Nutzung von Informations- und Kommunikationstechnologien in der Arbeit des Schulpsychologen“	https://globolo.ru/de/ispolzovanie-informacionno-kommunikacionnyh-tehnologii-v-deyatelnosti.html	D
GAVRIEL SALOMON AND TAMAR ALMOG (1998) Educational Psychology and Technology: A Matter of Reciprocal Relations, in: Teachers Record Volume 100, Number 1, Winter 1998, Copyright © by Teachers College, Columbia University 0161-4681-98/1002/222\$1.50/0 , The University of Haifa, Israel , S.222-241		EN
Macklem, Gayle L.; Kalinsky, Rachel; Corcoran, Kristin (2001) International Consultation, Professional Development and the Internet: School Psychology Practice and the Future, 21p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).		EN
Gebeyehu Belay Gebremeskel, Ayenew Arega Kebede (2016) The Paradigm Role of ICT for Behavioral and Educational Psychology: The Case of Developing Countries, in International Journal of Information and Education Technology · January 2016 DOI: 10.7763/IJiet.2016.V6.704		EN
Bernard Batinic (2000) Internet für Psychologen, 2. Auflage, Hogrefe Verlag Göttingen, Bern, Toronto, Seattle	https://docplayer.org/72432889-Internet-fuer-psychologen.html	D
McCullough C. Sue & Wenck L. Stanley (1984) Current Microcomputer Applications in School Psychology, School Psychology Review, 13:4, 429-439, DOI: 10.1080/02796015.1984.12085123		EN

(4) PUBLICATIONS ON ETHICAL ASPECTS OF REMOTE WORK IN PSYCHOLOGY

Fleury, Isabelle & Dowdy, Erin. (2020). Social media monitoring of students for harm and threat	https://doi.org/10.1007/s40688-020-00311-y	EN
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prevention: Ethical considerations for school psychologists. Contemporary School Psychology		
Carlson, J. F., & Harvey, V. S. (2004). Using computer-related technology for assessment activities: Ethical and professional practice issues for school psychologists. Computers in Human Behavior, 20 (5), 645–659.19.	https://doi.org/10.1016/j.chb.2003.10.010	EN
Smith Harvey V., Carlson J.F. (2019) Ethical and Professional Issues with Computer-Related Technology, Journal School Psychology Review 32:1, 92-107	https://www.tandfonline.com/doi/abs/10.1080/02796015.2003.12086185	EN
Smith Harvey V., Carlson J.F. (2019) Ethical and Professional Issues with Computer-Related Technology, Journal School Psychology Review 32:1, 92-107	https://www.tandfonline.com/doi/abs/10.1080/02796015.2003.12086185	EN
Harvey, V. S., & Carlson, J. F. (2003). Ethical and professional issues with computer-related technology. School Psychology Review, 32(1), 92–107.	https://www.semanticscholar.org/paper/Ethical-and-Professional-Issues-with-Technology-Harvey-Carlson/c08c88e43959791e509aa9a942832cf7fd932558	EN
Florell Dan, Ethically Using Technology in the School Psychologist’s Practice- Handout, October 10, 2015, TASP 2015 Convention – San Antonio, TX	https://www.txasp.org/assets/conference-materials/2015/ethically%20using%20technology%20handouts.pdf	EN
Diamond E.L., Whalen A. (2018) Ethics and Social Media: Professional Considerations for the School Psychologist, Contemporary School Psychology, vol. 23, pages351–356(2019)	https://link.springer.com/article/10.1007/s40688-017-0170-x	EN
Demers, J.A., Sullivan A.L. (2016) Confronting The Ubiquity Of Electronic Communication And Social Media: Ethical And Legal Considerations For Psychoeducational Practice	https://www.semanticscholar.org/paper/Confronting-The-Ubiquity-Of-Electronic-And-Social-Media-Demers-Sullivan/De34ebc50f17eaa52c50c3ec9a0fe9b4bc9ab64	EN
Brandon K. Schultz, Kimberly A Zoder-Martell, Aaron Fischer, Melissa A Collier-Meek, William P Erchul & Alexander M Schoemann (2017): When Is Teleconsultation Acceptable to School Psychologists?, Journal of Educational and Psychological Consultation, DOI: 10.1080/10474412.2017.1385397	https://doi.org/10.1080/10474412.2017.1385397	EN
Pham, A.V. (2014) Navigating social networking and social media in school psychology, ethical and professional considerations in training programs, Psychology in Schools Vol 51, Issue 7	https://onlinelibrary.wiley.com/doi/abs/10.1002/pits.21774	EN
Demers, J.A., Sullivan A.L. (2016) Confronting The Ubiquity Of Electronic Communication And Social Media: Ethical And Legal Considerations For Psychoeducational Practice	https://www.semanticscholar.org/paper/Confronting-The-Ubiquity-Of-Electronic-And-Social-Media-Demers-Sullivan/De34ebc50f17eaa52c50c3ec9a0fe9b4bc9ab64	EN
Diamond E.L., Whalen A. (2018) Ethics and Social Media: Professional Considerations for the School Psychologist, Contemporary School Psychology, vol. 23, pages351–356(2019)		EN
Demers, J.A., Sullivan A.L. (2016) Confronting The Ubiquity Of Electronic Communication And Social Media: Ethical And Legal Considerations For Psychoeducational Practice	https://www.semanticscholar.org/paper/Confronting-The-Ubiquity-Of-Electronic-And-Social-Media-Demers-Sullivan/De34ebc50f17eaa52c50c3ec9a0fe9b4bc9ab64	EN
Diamond E.L., Whalen A. (2018) Ethics and Social Media: Professional Considerations for the School Psychologist, Contemporary School Psychology, vol. 23, pages351–356(2019)		EN
NASP Legal and ethical considerations for remote school psychological services	https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/legal-and-ethical-considerations-for-remote-school-psychological-services	EN

(5) PUBLICATIONS ON LEARNING AND TEACHING THEORIES AND METHODS IN THE DIGITAL CONTEXT

Mayer, R. E., & Moreno, R. (2003). Nine Ways to Reduce Cognitive Load in Multimedia Learning. <i>Educational Psychologist</i> , 38(1), 43 – 52.		EM
Moreno, R., & Mayer, R. (1999). Cognitive principles of multimedia learning: The role of modality and contiguity. <i>Journal of Educational Psychology</i> , 91, 358–368.		EN
Paas, F., Tuovinen, J. E., Tabbers, H. K., & van Gerven, P. W. M. (2003). Cognitive load measurement as a means to advance cognitive load theory. <i>Educational Psychologist</i> , 38 (1), 63–71.		EN
Papert, S. (1984). New theories for new learning. <i>School Psychology Review</i> , 13, 422-428.	http://www.stager.org/articles/newlearnings.pdf	EN
Rudolph, Julia, Greiff, Samuel, Strobel, Anja & Preckel, Franzis. (2018). Understanding the link between need for cognition and complex problem solving. <i>Contemporary Educational Psychology</i> , 55, 53-62.	https://doi.org/10.1016/j.cedpsych.2018.08.001	EN
Scherer, Ronny, Siddiq, Fazilat & Sanchez Viveros, Barbara. (2019). The cognitive benefits of learning computer programming: A meta-analysis of transfer effects. <i>Journal of Educational Psychology</i> , 111, 764-792	https://doi.org/10.1037/edu0000314	EN
McInerney, Valentina, McInerney, Dennis M & Marsh, Herbert W. (1997). Effects of metacognitive strategy training within a cooperative group learning context on computer achievement and anxiety: An aptitude-treatment interaction study. <i>Journal of Educational Psychology</i> , 89, 686-695	https://doi.org/10.1037/0022-0663.89.4.686	EN

(6) PUBLICATIONS ON DIGITAL TOOLS AND METHODS IN EDUCATIONAL PSYCHOLOGY AND SCHOOL PSYCHOLOGY

Jellins, L. (2015) Assessment in the Digital Age: An Overview of Online Tools and Considerations for School Psychologists and School Counsellors, <i>Psycho-Educational Assessment</i> , Vol.25, Issue 1, pp.116-125 Journal of Psychologists and Counsellors in Schools , Volume 25 , Special Issue 1: Psycho-Educational Assessment , June 2015 , pp. 116 - 125 DOI: https://doi.org/10.1017/jqc.2015.8	https://www.cambridge.org/core/journals/journal-of-psychologists-and-counsellors-in-schools/article/assessment-in-the-digital-age-an-overview-of-online-tools-and-considerations-for-school-psychologists-and-school-counsellors/8157B368917C4148FDB80CCC0CF8C767 https://www.researchgate.net/publication/282619659_Assessment_in_the_Digital_Age_An_Overview_of_Online_Tools_and_Considerations_for_School_Psychologists_and_School_Counsellors	EN
Taylor S. (2018) Remote, online administration of psycho educational assessments: A research-based solution addresses a persistent service gap in schools nationwide. San Francisco, CA: PresenceLearning™	https://www.presencelearning.com/app/uploads/2019/12/PA_Whitepaper_February2018_FINAL.pdf	EN
Ysseldyke, J., & Bolt, D. M. (2007). Effect of technology enhanced continuous progress monitoring on math achievement. <i>School psychology Review</i> , 36, 453-467.	https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.583.3800&rep=rep1&type=pdf	EN
Ysseldyke, J., & McLeod, S. (2007). Using technology tools to monitor response to intervention (pp. 396-407). In S. R. Jimerson, M. K. Burns, & A. VanDerHeyden (Eds.) <i>Handbook of response to intervention: The science and practice of assessment and intervention</i> . New York, NY: Springer.	https://link.springer.com/chapter/10.1007/978-0-387-49053-3_29	EN

<p>Furlonger B.E., Chung J., Ostojic M., Busacca M. (2020) Ways in which school psychologists can identify suitable apps for supporting the self-management of asthma for students, The Educational and Developmental Psychologist Vol.37, Issue 1 July 2020 pp 47-55</p>	<p>https://www.cambridge.org/core/journals/educational-and-developmental-psychologist/article/ways-in-which-school-psychologists-can-identify-suitable-apps-for-supporting-the-selfmanagement-of-asthma-by-students/5CFF338A2E02ACE12FA1291C52992C2A</p>	<p>EN</p>
<p>Patricia Nolen & Michael Spencer (1986) School Psychology and Computerized Data Handling Systems: Computers in the Schools, 2:4, 137-143, DOI: 10.1300/J025v02n04_18</p>		<p>EN</p>
<p>O'Dea, B., King, C., Subotic-Kerry, M., O'Moore, K., Christensen, H. (2017). School counselors' perspectives of a web-based stepped care mental health service for schools: Cross-sectional online survey. JMIR Mental Health, 4(4), Article e55.</p>	<p>https://doi.org/10.2196/mental.8369</p>	<p>EN</p>
<p>NASP Ethical and Professional Best Practices in the Digital Age p 459 Leigh D. Armistead</p> <p>Best Practices in Using Technology.p475 William Pfohl and Susan Jarmuz-Smith</p> <p>Best Practices in Using Technology for Data-Driven Decision Making p489 Benjamin Silberglitt and Daniel Hyson</p>	<p>http://apps.nasponline.org/resources-and-publications/books-and-products/samples/bp6/1c_B4_TOC.pdf</p>	<p>EN</p>
<p>McLeod S., Ysseldyke J. (2008) Best Practices in Digital Technology Usage by Data-Driven School Psychologists, Best Practices in School Psychology V BPV143 117 3d</p>	<p>https://www.academia.edu/2843354/Best_practices_in_digital_technology_usage_by_datadriven_school_psychologists</p> <p>https://d1wqtxts1xzle7.cloudfront.net/3078727/2008_BP5_Data_Driven_School_Psychologists.pdf?1362345195=&response-content-disposition=inline%3B+filename%3DBest_practices_in_digital_technology_usa.pdf&Expires=1603219220&Signature=TSMxPJMrYvHJ2DxyMHbH~o3jOKI1p5q9CLsB1TDhmmueD7P1LYqMJl-NCcAO4Yd2gzVADFngi0Y1gredp9G-tCzCiP1iKTGZYZ1YkERnTcApFJG9chbWmi9dB7w-Ued0F9~~J9S08IzWGMJhZwsmfwl5Q1hswqyD8X-IQspx9oaAFE24LTtbNfXjvNuxPh56C92e1UeDo2Bj4P7I~TT7c50SkSVz4MfsmZntwwXVJLaa0C8D8H4~U8S9BDSenL8QUyE4H-BsMu8zvR0hAGqloVXhGzZbo01mUMCja~tuv0YZEdM~Etdx1umCRXXopGaqKye6qbb~hpMN5oEBINKO_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA</p>	<p>EN</p>
<p>Ratliff Dr. Kimberlee, Dr. Foster Ebbs Susan, and Dr. Isom Marie (2012) Influence of technology in school counseling,</p>	<p>https://edutrendsonline.com/2012/12/18/influence-of-technology-in-school-counseling/</p>	<p>EN</p>
<p>Linda K. Lewis (1986) Bibliographic Computerized Searching in Psychology, Teaching of Psychology, 13:1, 38-40, DOI: 10.1207/s15328023top1301_12</p>		<p>EN</p>
<p>Gindidis, S., Stewart, S., & Roodenburg, J. (2020). Psychologists' motivations for integrating apps into therapy with secondary school-aged young people. Journal of Psychologists and Counsellors in Schools, 30(1), 2-12. doi:10.1017/jgc.2019.22</p>	<p>https://www.cambridge.org/core/journals/journal-of-psychologists-and-counsellors-in-schools/article/abs/psychologists-motivations-for-integrating-apps-into-therapy-with-secondary-schoolaged-young-people/D4E612A5F6477C50336DCE6258958092</p>	<p>EN</p>
<p>Hunter William J., Ph.D. School Psychological Applications of Computer Technology First Published July 1, 1989</p>	<p>https://doi.org/10.1177/082957358900500104</p>	<p>EN</p>

Coll, C. (2004). Psicología de la educación y prácticas educativas mediadas por las tecnologías de la información y la comunicación. Una mirada constructivista. Revista Electrónica Sinéctica, núm. 25, agosto-enero, pp. 1-24. Instituto Tecnológico y de Estudios Superiores de Occidente Jalisco, México.	https://www.redalyc.org/articulo.oa?id=99815899016	ESP
Basinger, Jason , Stay at home, technology for school psychologists	https://www.elumatherapy.com/blog/stay-at-home-technology-for-school-psychologists/	EN
Fischer AJ, Schultz BK, Collier-Meek MA, Zoder-Martell KA, Erchul WP. A critical review of videoconferencing software to support school consultation. International Journal of School and Educational Psychology. 2018;6(1),12-22	https://www.tandfonline.com/doi/full/10.1080/21683603.2016.1240129 http://dx.doi.org/10.1080/21683603.2016.1240129 https://www.researchgate.net/publication/309765053_A_critical_review_of_videoconferencing_software_to_support_school_consultation	EN
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