

REFERENCIAS BIBLIOGRÁFICAS

- ANAR (2023). Informe anual el Teléfono/Chat ANAR 2022. Fundación ANAR. Recuperado de: <https://www.anar.org/la-conducta-suicida-principal-motivo-de-consulta-de-los-menores-de-edad-por-primera-vez-en-casi-30-anos-de-las-lineas-de-ayuda-anar/>
- ANPE (2022). Memoria Estatal curso 2021/2022. El Defensor del profesor. Disponible en: <http://www.infocoponline.es/pdf/INFORME-ANPE.pdf>
- APS (2022). *Psychologists in schools*. Position statement. Australian Psychological Society.
- Bisinger, N. (2009). An investigation of teachers' perceptions of school psychologists. Theses and Dissertations. 594. <https://rdw.rowan.edu/etd/594>
- BPS (2017). *What good looks like in psychological services for schools and colleges Primary prevention, early intervention and mental health provision*. *The Child & Family Clinical Psychology Review*. Division of Clinical Psychology, Faculty for Children, Young People and their Families. The British Psychological Society
- CPA (2022). Mental Health Care for Canadian Children and Youth. The Role of School Psychologists. A Position Paper of the Canadian Psychological Association (CPA) Approved by the CPA Board of Directors – June 2022. Recuperado de: [Mental-Health-Care-for-Canadian-Children-and-Youth-FINAL-EN.pdf \(psych.on.ca\)](https://www.psych.on.ca/mental-health-care-for-canadian-children-and-youth-final-en.pdf)
- de Jesús Argillier, S., Ribas Nuñez, J.M., González Cantarero, V., Frias Butrón, C., y Joy Mayol, P.A. (2020). La importància del professional de la psicologia educativa en temps de pandèmia. *Anuari de l'Educació de les Illes Balears 2020*, pp. 436-455
- European Commission (2016). Situation Analysis and Policy Recommendations in Mental Health and Schools Joint Action on Mental Health and Wellbeing Situation Analysis and Policy Recommendations in Mental Health and Schools. Recuperado de: https://ec.europa.eu/health/sites/health/files/mental_health/docs/2017_mh_schools_en.pdf
- Garaigordobil (2009). Papel del psicólogo en los centros educativos. Infocop, Consejo General de la Psicología. Recuperado de: https://www.infocop.es/view_article.asp?id=2556
- Khan, L., Parsonage, M. y Stubbs, J. (2015). *Investing in children's mental health. A review of evidence on the costs and benefits of increased service provision*. London, UK: Centre for Mental Health.
- Khan, L. (2016). *Missed opportunities. A review of recent evidence into children and young people's mental health*. London, UK: Centre for Mental Health. Recuperado de: http://www.crisiscareconcordat.org.uk/wp-content/uploads/2016/07/Missed_Opportunities.pdf
- Kern, M., Johnson, K., y Peverly, S. (2023). The Need for Integrated Supports in Schools and the Role of School Psychologists. In *Learning Disorders Across the Lifespan: A Mental Health Framework* (pp. 25-42). Cham: Springer International Publishing.
- León, J. A. (2011). El psicólogo educativo en Europa. *Psicología Educativa. Revista de los Psicólogos de la Educación*, 17(1), 65-87.

- May, F., Schaffer, G.E., Allen, K.A., Berger, E., Hagen, A.V., Hill, V., ... y Reupert, A. (2022). Perspectives of practicing school psychologists during COVID-19: A multi-country, mixed methods investigation. *School Psychology International*, 01430343221137716.
- NASP (2021). *School Psychologists: Improving Student and School Outcomes*. National Association of School Psychologists.
- OMS (2018). Global Standards for Health Promoting Schools. Organización Mundial de la Salud y UNESCO. Disponible en: <http://www.infocop.es/pdf/global-standards-for-health-promoting-schools.pdf>
- OMS (2022). *Salud del adolescente y el joven adulto*. Datos y cifras. Recuperado de: <https://www.who.int/es/news-room/fact-sheets/detail/adolescents-health-risks-and-solutions>
- Orgilés Amorós, M., Tomczyk, S., Amorós Reche, V., Espada Sánchez, J. P., y Morales Sabuco, A. (2023). Stressful Life Events in Children Aged 3 to 15 Years During the COVID-19 Pandemic: A Latent Class Analysis. *Psicothema*.
- Owens, J.S., y Pastrana Rivera, F.A. (2023). Helping School-Based Professionals Make a Difference. In *Handbook of School Mental Health: Innovations in Science and Practice* (pp. 285-298). Cham: Springer International Publishing.
- Rafi, F., y Maricle, D.E. (2023). Down Syndrome: What School Psychologists Should Know. *Communique*, 51(5).
- Reddy, C. J. (2015). Investigating school psychologists' role in informing students about their learning disabilities.
- Zink, H., y Anderson, K. (2022). Mental Health and Student Support Service Providers in the Schools: Understanding Access and Equity Across the United States. *School Psychology Review*, 1-16.