

Publications based on the RETHink Well project:

David, O. A., & Fodor, L. A. (2022). Are gains in emotional symptoms and emotion-regulation competencies after the RETHink therapeutic game maintained in the long run? A 6-month follow-up. *European Child & Adolescent Psychiatry*. <https://doi.org/10.1007/s00787-022-02002-w>.

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Burkova, V. N., Butovskaya, M. L., Randall, A. K., Fedenok, J. N., Ahmadi, K., Alghraibeh, A. M., Allami, F. B. M., Alpaslan, F. S., Al-Zu'bi, M. A. A., Al-Mseidin, K. I. M., Biçer, D. F., Cetinkaya, H., David, O. A., Donato, S., Dural, S., Erickson, P., Ermakov, A. M., Ertuğrul, B., Fayankinnu, E. A., ... Zinurova, R. I. (2022). Factors Associated With Highest Symptoms of Anxiety During COVID-19: Cross-Cultural Study of 23 Countries. *Frontiers in Psychology*, 13, 805586. <https://doi.org/10.3389/fpsyg.2022.805586>.

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David, O. A., & David, D. (2022). How can we Best Use Technology to Teach Children to Regulate Emotions? Efficacy of the Cognitive Reappraisal Strategy Based on Robot Versus Cartoons Versus Written Statements in Regulating Test Anxiety. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*. <https://doi.org/10.1007/s10942-021-00440-0>. [View full text here](#)

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