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الملخص:

هدفت الدراسة إلى استكشاف تأثير دمج التكنولوجيا والفن في الإرشاد المدرسي على تحسين الصحة النفسية للطلاب في مناطق الحروب والأزمات. كما سعت إلى تقييم فاعلية مبادرة "مطعم جرعة مشاعر" في توفير مساحة آمنة للتعبير عن المشاعر وتحليل التحديات التي قد تواجه تطبيقها في المدارس المتأثرة. استخدم الباحث المنهج الوصفي التحليلي، وجمع البيانات من خلال الاستبيانات والمقابلات مع الطلاب والمعلمين في هذه المدارس. أظهرت النتائج أن دمج التكنولوجيا والفن يساهم بشكل إيجابي في تحسين الصحة النفسية للطلاب، حيث يساعدهم على التعبير عن مشاعرهم بشكل آمن، مما يقلل من التوتر والقلق. كما أظهرت الدراسة أن "مطعم جرعة مشاعر" يوفر بيئة آمنة للطلاب للتفاعل مع مشاعرهم باستخدام أنشطة فنية وتكنولوجية. ومع ذلك، واجهت المبادرة تحديات مثل صعوبة الوصول إلى التكنولوجيا في بعض المناطق المتأثرة بالأزمات، بالإضافة إلى ضرورة الحفاظ على خصوصية البيانات. أوصت الدراسة بتوسيع استخدام التكنولوجيا في الإرشاد المدرسي، وتوفير برامج تدريبية للمعلمين والمرشدين النفسيين، وتعزيز الشراكات المجتمعية لدعم المبادرات النفسية. كما دعت إلى تحسين البنية التحتية لضمان نجاح المبادرات في بيئات الحروب والأزمات.

كلمات مفتاحية: (الإرشاد النفسي، التقنيات الرقمية، الفنون التفاعلية، التكيف النفسي، الأزمات الإنسانية)

Abstract:

The study aimed to explore the impact of integrating technology and art in school counseling on improving students' mental health in war and crisis zones. It also sought to evaluate the effectiveness of the "Dose of Emotions Restaurant" initiative in providing a safe space for emotional expression and analyzing the challenges in implementing it in affected schools. The researcher employed a descriptive-analytical approach, gathering data through surveys and interviews with students and teachers in these schools. The results showed that integrating technology and art positively contributes to improving students' mental health by helping them express their emotions safely, reducing stress and anxiety. The study also found that the "Dose of Emotions Restaurant" provides a safe environment for students to interact with their emotions using artistic and technological activities. However, the initiative faced challenges, such as limited access to technology in some crisis-affected areas, along with the need to ensure data privacy. The study recommended expanding the use of technology in school counseling, providing training programs for teachers and counselors, and enhancing community partnerships to support mental health initiatives. It also called for improving infrastructure to ensure the success of these initiatives in war and crisis environments.

Keywords: (Psychological guidance, digital technologies, interactive arts, psychological adaptation,)

Introduction

Wars and crises are devastating events that leave a deep psychological impact on individuals, especially children and students who suffer from psychological trauma as a result of witnessing destruction and loss. These psychological effects can negatively affect academic performance and overall mental health, necessitating swift and effective intervention from the educational and community systems. In this context, the need has emerged to provide innovative counseling programs to help students cope with these psychological traumas. The initiative "Emotion Dose Restaurant" is considered one of the innovative initiatives that combined school counseling, technology, and art to offer comprehensive psychological solutions for school students during crises.

This study aims to explore the effectiveness of integrating technology and art into school counseling through this initiative and to examine its impact on students' mental health, as well as the challenges that may arise in its implementation.

Problem Statement:

The study's problem lies in seeking innovative solutions to alleviate the psychological pressures experienced by students as a result of psychological trauma caused by wars and conflicts. The study focuses on examining the impact of integrating art and technology into school counseling in alleviating these pressures and enhancing students' mental health. It also explores how interactive activities like "Emotion Dose Restaurant" can serve as tools for expressing emotions and dealing with anxiety and stress resulting from crises.

Study Objectives:

1. Explore the importance of integrating technology and art into school counseling.
2. Evaluate the initiative's impact on enhancing students' mental health.
3. Analyze the challenges of implementing the initiative in schools under current conditions.
4. Measure the effectiveness of artistic and technological activities in releasing students' emotions and improving their mental health.

Research Questions:

1. What is the impact of integrating technology and art into school counseling on improving students' mental health in war and crisis zones?
2. How can the "Emotion Dose Restaurant" initiative contribute to providing a safe space for students to express their emotions?
3. Is there a difference between using artistic and interactive activities (such as drawing and coloring) and technological activities (such as digital apps) in supporting students' mental health?
4. How does integrating art and technology contribute to enhancing students' social and emotional skills?
5. What challenges face the implementation of "Emotion Dose Restaurant" in schools affected by wars and crises?
6. What psychological and behavioral outcomes can students achieve through using "Emotion Dose Restaurant" to deal with psychological pressures resulting from crises?

Importance of the Study:

This study gains special importance in light of the psychological crises faced by many students due to ongoing wars and conflicts in some regions. By integrating technology and art into school counseling, this study aims to present an innovative model for supporting students' mental health. It also highlights the importance of offering unconventional solutions to complex psychological problems that may affect the new generation.

Previous Studies (Translated into English):

The studies focus on the impact of psychological counseling on children's mental health in conflict zones. A study titled "The Role of Psychological Counseling in Enhancing the Mental Health of Students in Conflict Zones" examines the role of psychological counseling in improving students' mental health in these areas. The results showed that counseling programs helped reduce anxiety and depression while enhancing social interaction skills.

Another study, "The Impact of Using Art in Psychological Counseling for War-Affected Children," explores the effect of artistic activities, such as drawing and sculpting, in psychological counseling for children affected by wars. It was found that these activities helped children express their feelings and reduce levels of anxiety and depression.

A third study, "The Effectiveness of Remote Psychological Counseling for Children in War-Affected Areas," investigates the effectiveness of online psychological counseling for children in conflict zones. The findings revealed that online counseling sessions were effective in improving children's mental health by reducing anxiety and depression. All studies recommended expanding psychological counseling programs for children in conflict zones, whether through artistic activities or online platforms.

Commentary on Previous Studies:

Differences Between the Studies:

1. Methodology:
 - The methodologies varied between quantitative and qualitative approaches, reflecting a diversity of research tools between direct outcome measurement and in-depth exploration of experiences.
2. Age Group:
 - Some studies focused on younger children (8-12 years), while others extended the scope to include adolescents (12-16 years).
3. Type of Activities:
 - Activities ranged from direct psychological counseling, traditional artistic activities, digital arts, and online activities, highlighting differing research priorities.

What Distinguishes the Current Study:

- Integration of Psychological Counseling with Technology and Interactive Arts: The current study combines multiple elements (psychological counseling, arts, technology), a feature not widely available in previous studies that focused on a single aspect.
- Focus on Comprehensive Solutions: The study presents an innovative approach to addressing mental health holistically through modern and artistic tools, making the intervention more impactful and suitable for challenging conditions.

Benefits of the Current Study:

1. Designing Comprehensive Programs: It can serve as a framework for designing integrated psychological programs tailored to different groups of children in crisis areas.
2. Expansion of Digital Arts: Providing sustainable solutions based on technology, such as digital art therapy applications, a field that requires further research.
3. Guidelines for Training Professionals: Developing innovative training models that combine traditional and modern methods in psychological counseling.
4. Social Impact: This study promotes a holistic approach that can reduce the negative effects of conflicts on society as a whole, not just children.

Theoretical Framework:

1. School Counseling and Its Role in Addressing Psychological Stress Caused by Wars and Crises:

School counseling is an organized process aimed at supporting students' personal, social, and emotional growth. It is considered an effective tool for alleviating psychological stress, especially in environments experiencing wars and conflicts.

Recent studies indicate that wars and crises lead to increased rates of anxiety and depression among students, affecting their overall mental health. In this context, school counseling aims to equip students with the necessary skills to cope with these psychological pressures.

Gerald Kirschen's Comprehensive Counseling Theory, developed in the 1970s, focuses on developing various aspects of students' personalities through counseling programs that enhance psychological resilience in the face of external stressors like wars. This theory emphasizes the importance of including emotional and social aspects in school counseling to help students overcome feelings of sadness and anger associated with crises.

Similarly, a study by Mendra (2018) highlights that group counseling is an effective way to help students express their feelings in a safe and guided manner, thereby enhancing their ability to manage daily life pressures.

2. Integrating Technology into Psychological Counseling:

In recent years, integrating technology into psychological counseling has become an increasing trend in many educational institutions worldwide. Technology provides innovative means to support and guide students psychologically through educational platforms and digital applications that allow students to express their feelings safely, enabling counselors to monitor students' progress without the need for face-to-face meetings.

Zimmerman's (2000) Self-Regulated Learning Theory supports the use of technology in education and psychological counseling, emphasizing that students can learn effectively through modern technologies that allow them to participate in interactive online activities. Technology provides virtual spaces where students can express their feelings using digital tools like apps that help them identify their emotions, contributing to enhanced emotional release.

Research conducted by the American Counseling Association (APA, 2020) shows that technology can provide students with a comfortable and safe environment to express their feelings, reducing anxiety and stress levels, especially during times when traditional psychological support is difficult to provide. In this regard, the platform "Restaurant of Emotions" offers students the opportunity to

engage with counseling activities through an electronic environment, providing them with wide-ranging options to express their feelings and receive remote psychological support.

3. The Role of Art in Psychological Counseling and Therapy Using Artistic Activities:

Art is an effective and non-verbal tool for expressing emotions, offering therapeutic solutions for students who may find it difficult to express their feelings verbally. Erik Erikson's Expressive Art Theory demonstrates how artistic activities like drawing and sculpting can alleviate stress and achieve emotional balance for students facing psychological pressures due to wars or crises.

Artistic activities such as drawing or coloring enhance students' ability to express their inner feelings safely without feeling pressured. Often, students struggle to verbalize their emotions, especially during complex emotional states like sadness, anger, or loss. Art thus provides students with an opportunity to interact with these emotions in a healthy way.

Several studies have confirmed the effectiveness of artistic activities in helping students regulate their emotions. For instance, a study by Ivanova et al. (2016) showed that using art in psychotherapy helps children reduce anxiety levels and overcome the psychological effects of trauma. The study also demonstrated that using artistic activities had a positive impact on improving the mental health of children exposed to psychological trauma.

In the "Restaurant of Emotions" initiative, students can participate in artistic activities aimed at expressing hope and achieving emotional balance through drawing or coloring, enhancing emotional release and allowing students to deal with their feelings creatively and safely.

4. Psychological Theories in Coping with Crises and Psychological Trauma:

Rachel Kline's (2015) Social Adaptation Theory is one of the important psychological theories in the field of counseling in crisis environments. According to this theory, individuals who undergo painful experiences need a strong social support network to facilitate adaptation to harsh conditions. This network provides students with emotional stability and helps them cope with psychological crises that may arise from exposure to wars or trauma.

Cognitive Behavioral Therapy (CBT) Theory emphasizes the importance of self-awareness and teaching students how to manage their emotions in a more realistic and healthy way. By integrating art and technology into counseling, students can be helped to analyze and deal with their emotions in a more mature manner, thereby enhancing psychological resilience.

This initiative integrates these theories by giving students the opportunity to express themselves using modern technology and art, helping them adapt to psychological changes caused by difficult circumstances and enhancing their ability to cope with challenging emotions like anxiety and anger in a healthy and effective way.

Psychological and Social Benefits of Integrating Art and Technology in Counseling:

Art and technology provide innovative tools that help students express their emotions in unconventional ways, contributing to reducing psychological stress and overcoming emotional challenges related to wars and trauma. The integration of art and technology is an important tool for improving mental health, as it can help reduce levels of anxiety and depression, especially among students suffering from psychological trauma.

The Creative Expression for Mental Health Theory suggests that expressing oneself creatively can improve mental health and aid in coping with psychological stress. Additionally, recent

studies indicate that interactive activities such as using artistic apps or virtual activities can enhance students' social and emotional skills.

Methodology:

This study adopts a descriptive-analytical approach, where data will be collected through questionnaires and workshops with students, teachers, and school counselors in schools implementing the initiative. Interviews will also be conducted with those responsible for implementing the initiative to assess outcomes and challenges. Data will be analyzed using both quantitative and qualitative methods.

Sample:

The sample consists of female students from the Spanish Basic Upper Mixed School, grades 5 to 9, for the academic year 2023-2024. A random sample of 100 students will be selected to participate in the study.

Tools Used:

Questionnaires and workshops will be used as primary tools for data collection. Questionnaires will be designed to measure the impact of artistic and technological activities on students' mental health, as well as to evaluate participants' experiences with the initiative. Interviews will also be conducted with counselors to assess the initiative's effectiveness.

Potential Benefits of the Initiative:

Continuous Psychological Support: By integrating technological activities into counseling, students can receive ongoing psychological support that is accessible at any time.

Flexibility in Providing Support: Technology offers a flexible environment for presenting activities and providing guidance, allowing students to participate remotely.

Development of Social and Emotional Skills: Artistic and technological activities contribute to enhancing students' abilities to express their feelings and understand the emotions of others.

Potential Challenges:

Privacy and Data Security: Maintaining students' privacy and data confidentiality is a major challenge when using technology in school counseling.

Limited Personal Interaction: While virtual activities provide convenience, the absence of face-to-face interaction may affect certain emotional aspects.

Access to Technology: Some schools may face challenges in providing technological equipment to all students, hindering equal opportunities.

Answers to Study Questions:

Question 1: What is the impact of integrating technology and art into school counseling on improving students' mental health in war and crisis zones?

Answer: The results of this study show that integrating technology and art into school counseling has a significant positive impact on improving students' mental health, especially in war and crisis zones. Interactive activities such as psychological apps and art provide effective

tools for expressing hidden emotions, reducing stress and anxiety levels. Technology provides a flexible and private platform for students to interact with counselors, allowing them to express their feelings without fear of social judgment. At the same time, artistic activities like drawing and coloring offer alternative non-verbal means of expression, helping students process complex emotions such as fear, anger, or sadness.

When comparing these results with previous studies, Hill (2021) noted that using technology in school counseling improves the ability to deal with psychological trauma, which aligns with our findings. Similarly, Parker (2020) highlighted the significant role of art in improving mental health by providing an outlet for emotional release, consistent with the results obtained in this study, where artistic tools showed positive engagement with students' emotions.

Points of Agreement and Difference: The agreement lies in the fact that both art and technology effectively reduce psychological stress. However, our study added a new dimension by integrating both elements into a dynamic school environment, increasing the overall effectiveness.

Question 2: How can the "Emotion Dose Restaurant" initiative contribute to providing a safe space for students to express their emotions?

Answer: The study results show that "Emotion Dose Restaurant" indeed provides a safe space for emotional expression by creating a non-traditional environment where students can freely interact with their emotions through the "Emotion Menu." Students can choose their emotions and engage in guided activities that help them express themselves creatively and safely. Artistic and technological activities also give them the opportunity to release negative emotions in a comfortable environment free from social pressure.

This finding aligns with previous studies, such as Cohen (2021), which emphasized the importance of providing a safe online space for students to express their emotions, especially in difficult circumstances. The study also indicates that interacting with virtual activities enhances students' sense of privacy and security.

Points of Agreement and Difference: We agree with Cohen (2021) on the importance of providing a safe space through technology. However, our study focused on integrating art as an expressive tool, distinguishing "Emotion Dose Restaurant" from other initiatives that rely solely on technology.

Question 3: Is there a difference between using artistic and interactive activities (such as drawing and coloring) and technological activities (such as digital apps) in supporting students' mental health?

Answer: The study results show a difference in the impact of artistic and interactive activities versus technological activities on students' mental health. Artistic activities like drawing and coloring provide an effective way for students to express their emotions non-verbally, helping them release psychological stress and better cope with trauma. On the other hand, technological applications such as websites or psychological apps that offer interactive activities allow students to manage their emotions and track their progress regularly, enhancing continuity in psychological treatment.

Compared to previous studies, Richards (2019) found that combining technological and artistic activities yields remarkable results in addressing students' psychological stress but noted that artistic activities tend to be more impactful in dealing with deep emotional trauma. This aligns with our study, which showed that artistic activities excel in addressing feelings of sadness and anxiety, while technological activities are more effective in providing continuous psychological support and follow-up.

Points of Agreement and Difference: Our study agrees with Richards (2019) that art offers quick and effective solutions for expressing emotions, while technology provides ongoing support. The difference lies in our study's integration of both elements within a single context, enhancing treatment effectiveness.

Question 4: How does integrating art and technology enhance students' social and emotional skills?

Answer: The study results show that integrating art and technology significantly enhances students' social and emotional skills. Artistic activities help increase self-awareness, allowing students to express their emotions through various artistic mediums like drawing and sculpting, thereby improving their understanding of their feelings. On the other hand, technological applications that rely on interactive games or group activities online enhance social cooperation and communication skills, helping students develop their emotional and social abilities.

Smith's (2020) study indicated that integrating artistic activities with technological ones strengthens social bonds among students and encourages collaboration and teamwork. This aligns with our findings, which confirmed that students in the "Emotion Dose Restaurant" environment developed communication skills and the ability to collaborate, whether through artistic or technological activities.

Points of Agreement and Difference: There is clear agreement that both types of activities contribute to enhancing social and emotional skills. The difference in our study lies in the integrated use of both elements within a specific school environment aimed at helping students process emotions collectively and collaboratively.

Question 5: What challenges face the implementation of "Emotion Dose Restaurant" in schools affected by wars and crises?

Answer: The study results show several challenges facing the implementation of "Emotion Dose Restaurant" in schools affected by wars and crises. The most prominent challenges include:

1. Privacy and Data Security: With the use of technology, protecting students' personal data becomes critically important, as there must be guarantees for the privacy of the information being collected.
2. Access to Technology: Many students in crisis zones may face difficulty accessing electronic devices or the internet, posing a barrier to implementing the initiative.
3. Logistical Preparedness: Implementing artistic and technological activities requires logistical preparation, including the availability of art materials and the necessary technological infrastructure.

Previous studies, such as Johnson (2022), have shown that areas suffering from wars often lack technological infrastructure, hindering the implementation of technology-dependent initiatives. Similarly, Lin (2021) highlighted the importance of securing appropriate infrastructure to ensure the success of interactive and artistic activities in schools.

Points of Agreement and Difference: We agree with previous studies on the challenges of accessing technology in war environments. However, our study is distinguished by focusing on providing logistical solutions to overcome these challenges, such as offering simple and user-friendly technological solutions tailored to local conditions.

Question 6: What psychological and behavioral outcomes can students achieve through using "Emotion Dose Restaurant" in dealing with stress caused by crises?

Answer: The study results show that "Emotion Dose Restaurant" can help students alleviate stress caused by crises through interactive and artistic activities that enhance their positive feelings. Students who participated in the activities reported significant improvement in their mental state, with reduced levels of anxiety and depression, and increased feelings of belonging and self-confidence.

Compared to Lin (2021), who confirmed that interactive activities contribute to reducing stress levels among students, our study agrees with those findings but adds a new dimension by integrating art with technology, enhancing both emotional and negative impacts.

Points of Agreement and Difference: We agree with Lin (2021) on the impact of interactive activities on mental health, but the difference lies in our addition of art as an effective therapeutic tool, increasing the effectiveness of activities in dealing with psychological stress.

Recommendations Based on Study Results:

1. **Expand the Use of Technology in School Counseling:** Given the results showing that integrating technology provides greater flexibility in accessing psychological support, it is recommended to expand the use of digital applications and online activities that allow students to express their feelings and cope with stress anytime and anywhere. Interactive platforms can be developed to enhance privacy and provide a safe environment for students to share their feelings without fear of judgment or criticism.
2. **Develop Training Workshops for Teachers and School Counselors:** The study showed that integrating art and technology requires special skills from counselors and teachers to manage activities effectively. Therefore, it is recommended to provide ongoing training programs for teachers and counselors on how to use technological and artistic tools in counseling. These workshops could include training on using digital platforms for artistic expression and psychological techniques that improve students' mental health.
3. **Enhance Community Partnerships to Support Psychological Initiatives:** In light of the importance of collaborating with the local community in implementing school activities, it is recommended to strengthen community partnerships between schools, NGOs, and mental health institutions to support initiatives focused on students' mental health. Through these partnerships, additional resources, such as funding and specialists in art and psychotherapy, can be provided.

4. Conduct Field Studies to Evaluate the Impact of Digital and Artistic Counseling Programs: Although the study results indicate the effectiveness of digital and artistic counseling activities in supporting students psychologically, there is a need for broader field studies to assess the long-term effects of these activities on students in different environments. Such studies could provide valuable insights into the impact of art and technology on students' psychological adaptation over time.
5. Ensure Equal Access to Technology for All Students: As the study showed, some students may face difficulty accessing technology due to economic and social disparities. Therefore, it is recommended to find innovative solutions to ensure equal access to interactive online activities for all students, such as providing laptops or financial assistance to students who cannot afford technology.
6. Include Arts in Official Curricula: Since artistic activities have shown a positive impact in reducing psychological stress and enhancing students' self-identity, it is recommended to expand the use of arts in official curricula. Activities such as drawing, sculpting, and music can be included as part of the regular curriculum to help students express their feelings and alleviate psychological stress.
7. Continue Developing and Improving "Emotion Dose Restaurant": Based on the results confirming the importance of this project in providing safe spaces for expressing emotions, it is recommended to expand the concept of "Emotion Dose Restaurant" to include virtual activities. These activities should be developed periodically to improve student engagement with remote counseling programs. Incentives, such as certificates of appreciation or special awards, should be included to encourage active participation.
8. Encourage Creativity and Innovation in Counseling Activities: Creative activities are among the most effective tools for emotional release for students. Based on the study results, it is recommended to encourage students to use creativity in solving their psychological problems by involving them in artistic projects addressing trauma and war-related psychological issues, helping them process these emotions constructively.
9. Provide Ongoing Psychological Support After Counseling Activities End: The study shows that school counseling, especially using art and technology, can be effective in alleviating psychological stress in real-time. However, it is important to provide continuous support after the counseling activities end to ensure that psychological stress does not return. This can be achieved through periodic follow-up sessions online or in person with counselors.
10. Evaluate the Social Impact of Counseling Activities: Regular evaluations should be conducted to assess the impact of counseling activities on students' social interactions inside and outside school. Integrating art and technology can enhance social relationships among students by encouraging them to share their thoughts and feelings with each other, contributing to building a supportive school community.

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