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# ALEXA VON HAGEN

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alexavh@gmail.com

[www.alexavonhagen.com](http://www.alexavonhagen.com)

Phone:+49 1573 4934988

## EDUCATION

- Sep 2015 – Sep 2018 [International Doctorate in Experimental Approaches to Brain and Language \(IDEALAB\)](#)  
Joint title from Macquarie University, Australia; Potsdam University, Germany; University of Groningen, the Netherlands; University of Trento, Italy; University of Newcastle, UK.
- Sep 2014 - Sep 2015 [MSc in Developmental Linguistics](#)  
School of Philosophy, Psychology and Linguistics - University of Edinburgh, UK – Degree with distinction
- Mar 2003 – Nov 2007 [BSc in Psychopedagogy \(in Spanish \*Psicopedagogía\*\)](#)  
Instituto Universitario C.E.D.I.I.A.P - Montevideo, Uruguay – Highest grades in cohort 2003

## RESEARCH EXPERIENCE

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Research-Practice Partnerships in School Psychology	
Timeframe	Apr 2020 – Set 2024
Position	Postdoctoral Researcher at the <a href="#">Competence Centre for School Psychology Hesse</a> at the Goethe University Frankfurt am Main, Germany
Description	<p>In this position I was responsible for conducting research to inform evidence-based practices in school psychological practice in Germany and in general. Here are some of the projects I led:</p> <ul style="list-style-type: none"><li>➔ <a href="#">Resilience: an evaluation of two prevention programs to foster psychological wellbeing in students</a></li><li>➔ <a href="#">What influences the effects of school psychological services? A Scoping Review.</a></li><li>➔ <a href="#">Efficacy of Remote as Compared to In-Person School Psychological Services: A Rapid Systematic Evidence Review</a></li><li>➔ <a href="#">Scope of school psychological practice in Germany</a></li><li>➔ <a href="#">The practices of psychologists working in schools during COVID-19: A multi-country investigation</a></li></ul> <p>For a detailed overview on these and other projects please visit the <a href="#">website of the Competence Centre for School Psychology Hesse</a>.</p>
Tasks	Design, implementation and publication of quantitative and qualitative research studies in applied topics in school psychology

Growth in Bilingual and Biliteracy Proficiency: Environmental, Individual and Experiential Factors (GIBBER)	
Timeframe	Jan 2019 – Feb 2020
Position	Research Fellow at the <a href="#">Centre for Research in Child Development at the National Institute of Education, Nanyang Technological University</a> , Singapore
Description	This is a longitudinal study that aims to collect data on the language development of three cohorts of bilingual children of 3 to 10 years of age. Furthermore, the project involves two intervention studies to support the oral and written language skills of children of 3 and 7 years of age through eBooks and mobile apps, respectively.
Tasks	Literature review, study design, grant application writing, development of assessment tasks
Development of Mother Tongue Language Assessment tools	
Timeframe	Jan 2019 – Feb 2020
Position	Research Fellow at the <a href="#">Centre for Research in Child Development at the National Institute of Education, Nanyang Technological University</a> , Singapore
Description	This project aims to develop a series of parallel behavioural tasks in English, Mandarin, Tamil and Malay to assess the oral and written language skills of bilingual children of 3 to 10 years of age.
Tasks	Literature review, study design, grant application writing, development of assessment tasks, data collection, data analysis
Development of the digital neuropsychological test battery “ <a href="#">Batería Neuropsicológica Digital Infantil (BANEDI)</a> “ for children and teenagers in Uruguay and Argentina from 4 to 15 years of age	
Timeframe	Jul 2016 – Mar 2021
Position	Independent collaboration with <a href="#">Dr. Sandra Berta</a> from Virtualway S.R.L.
Description	This project focused on the design and validation of a digital neuropsychological test battery that aims to enable a comprehensive assessment of the cognitive profile of children and teenagers in Uruguay and Argentina of 4 to 15 years of age. The test battery includes 75 subtests and aims to assess eight cognitive domains.
Tasks	Literature review, study design, development of assessment tasks, data analysis, publication

Adaptation of the German reading screening test “ELFE II” by Lenhard, Lenhard & Schneider (2017) for Uruguay and Chile	
Timeframe	since Mar 2018
Position	independent collaboration with <a href="#">Dr. Ariel Cuadro</a> from the Universidad Católica del Uruguay and <a href="#">Dr. Ricardo Rosas</a> from the Pontificia Universidad Católica de Chile
Description	This project aimed to develop a Spanish version of the German reading screening test “ELFE II“. The next step of this project will now focus on collecting data to develop norms for Uruguay.
Tasks	Study design, test development, data analysis, publication
Individual differences in foreign language attainment of children with poor literacy skills	
Timeframe	Sep 2015 – Sep 2018
Position	PhD Candidate in the IDEALAB PhD program
Description	In this project I completed four studies under the supervision of <a href="#">Dr. Saskia Kohnen</a> and <a href="#">Dr. Nicole Stadie</a> . First, I conducted a systematic literature review and meta-analysis to identify the available evidence on foreign language attainment in children and adolescents with poor literacy skills. Next, I completed an experimental study in which I assessed the oral and written language skills of German speaking children learning English as a foreign language at school. In a parallel way, in my third study I investigated individual differences in the foreign language attainment English speaking children in Australia learning German as a foreign language at school. Finally, I conducted a priming study to explore the influence of learning English at school on the written language skills of German speaking children with average and poor literacy skills.
Tasks	Literature review, study design, grant application writing, development of test materials, data collection, data analysis, publication
Development of the <a href="#">Diagnostic Spelling Test - Irregular Words (DiSTi)</a> and the <a href="#">Diagnostic Spelling Test - Nonwords (DiSTn)</a> for secondary school students in Australia	
Timeframe	Dec 2016
Position	Research assistant for <a href="#">Dr. Saskia Kohnen</a> at Macquarie University, Australia
Description	The aim of this project was to develop norms for two spelling tests for secondary school students in Australia.
Tasks	Data collection

Spelling performance of Spanish speaking children with and without dyslexia learning English in predominantly monolingual and bilingual schools	
Timeframe	Dec 2014 – Jul 2015
Position	MSc Candidate in Developmental Linguistics at the University of Edinburgh
Description	In this project I investigated the spelling error profiles of Spanish speaking children with average and poor literacy skills that were either learning English as a foreign language in predominantly mono- or bilingual schools.
Tasks	Literature review, study design, development of test materials, data collection, data analysis, publication
GALEXIA – a digital intervention for Spanish speaking children with poor literacy skills	
Timeframe	Jan 2014 – Mar 2015
Position	Intern at the research team LEE lead by <a href="#">Dr. Sylvia Defior</a> und <a href="#">Dr. Francisca Serrano</a> at the University of Granada in Spain
Description	The aim of this project was to assess the efficacy of a digital intervention for Spanish children with poor literacy skills.
Tasks	Data collection
ULTREIA – an intervention study to support early literacy development in children from low socio-economic status in Uruguay	
Timeframe	Mar 2012 – Aug 2014
Position	Research assistant for <a href="#">Dr. Alejandra Balbi</a> at the Universidad Católica del Uruguay
Description	In this project we developed, implemented and assessed the efficacy of a literacy intervention for children from low socio-economic status in Uruguay. The intervention consisted of 20 small group intervention sessions (2 sessions a week) for children in primary school grade 1 and 2 from six schools in high risk neighbourhoods. Based in this project we then developed an online professional development training for teachers called <a href="#">“PIAM – Prácticas de Intervención en Alfabetización Multicomponencial”</a> (Intervention practices to support multicomponential literacy) which has been implemented in its' fifth edition in 2024 with approx. 100 teachers participating in each cohort.
Tasks	Literature review, study design, test development, data collection, data analysis, publication
Development of the Spanish spelling and math screening tests „Test de eficacia ortográfica“ and „Test de cálculo aritmético“	
Timeframe	Mar 2012 – Aug 2014
Position	Research assistant for <a href="#">Dr. Ariel Cuadro</a> at the Universidad Católica del Uruguay
Description	In this project we developed two standardised screening tests

with Uruguayan norms for primary school children from grade 1 to 6.  
Tasks Literature research data collection, publication

### **COMMITMENT TO PROMOTE OPEN SCIENCE PRACTICES**

Jan 2020 Organisation of an [Open Science Exhibit](#) at the library of the National Institute of Education in Singapore to raise awareness among students and co-workers about the replication crisis.

Dec 2019 Organizer of a workshop to participate in the [repliCATS](#) project lead by the University of Melbourne to estimate the replicability of scientific claims.

Oct 2019 – Feb 2020 Founder and organizer of the Singaporean version of the “[ReproducibiliTea](#)” journal club to promote Open Science practices (SG)

### **RESEARCH-PRACTICE TRANSLATION EXPERIENCE**

Since Nov 2023 Co-Founder of [Evidencia en Acción – EVA](#) with Dra. Alejandra Balbi and Micaela Bonilla

Weekly 90 second reels called “[Evidence Expressos](#)” on Instagram summarizing updated research articles for educational practitioners

Design of online course “[Dislexia 360: Diagnosis and Evidence](#)” to promote evidence-based practices with practitioners and make updated research on dyslexia accessible to them

Facilitation of [online webinars](#) to make international research accessible to educational practitioners – e.g., “Inclusive Approaches in Teaching Foreign Languages: Supporting Students with Learning Difficulties” with Prof. Dr. Judit Kormos from Lancaster University and “Teaching vocabulary: why, how and when?” with Mariela Ríos Díaz from OxEd & Assessment

## FURTHER WORK EXPERIENCE

Since Mar 2012

University level teaching (UY), (DE), (IT), (ES)

BSc courses entitled “Psychology of Learning” and “Evidence-Based Practices in Educational Psychology” at the Faculty of Psychology of the Goethe University Frankfurt am Main in Germany

BSc courses entitled “Psychology of Learning”, “Psychoeducational Assessment”, “Psychoeducational Intervention” at the Faculty of Psychology of the Universidad Católica del Uruguay

MSc course entitled “Systematic Reviews in Evidence-Based Speech and Language Therapy” at Potsdam University in Germany

Application of Team-Based Learning Methodology

Supervision of BSc and MSc theses at the Universidad Católica del Uruguay, Trento University in Italy, Potsdam University, Konstanz University, Fernuniversität Hagen, Gießen University and Tübingen University in Germany

Current Supervision of PhD students from Universidad Católica del Uruguay and Universitat Abat Oliba CEU in Spain

Mar 2012 – Aug 2014

Academic administration (UY)

Assistant in the re-design of the BSc curricula of psychology, educational psychology, speech and language pathology, safety and security and the MSc curricula of early childhood education at the Universidad Católica del Uruguay

Mar 2006 – Dec 2015

Special needs educational orientation, assessment and intervention with children and adolescents (DE), (UY)

Individual assessment and intervention of children and adolescents with learning difficulties at the Zentrum für Angewandte Psycho- und Patholinguistik Berlin – Zapp in Germany (Oct 2015 - Dec 2015), Instituto Psicológico De Montevideo – IPM (Mar 2007 – Dec 2009), Centro Integra (Mar 2007 – Dec 2009) in Uruguay

Educational psychologist of the bilingual school “Stella Maris Christian Brothers” in Uruguay (Feb 2009 – Jun 2009)

Educational psychologist at the NGO “Centro Providencia” in Uruguay that focuses on supporting children and adolescents from vulnerable socio-economic status in Uruguay (Mar 2006 – Dec 2009)

### **AWARDS**

- Aug 2024 Grant for early career researchers with children by the Franz-Adicke-Scheme from the Goethe University Frankfurt am Main to fund research assistants
- Jun 2018 Travel grant by the German Academic Exchange Service to present my research findings at a conference at Macquarie University (AU), (DE)
- Dec 2016 Cognitive Science Postgraduate Research Grant by Macquarie University (AU)
- Jul 2016 Best Presentation award for the Faculty of Human Sciences of Potsdam University at the Potsdam Graduate School PhDay (DE)
- Oct 2015 Best 2015 MSc thesis prize of the School of Philosophy, Psychology and Linguistics of the University of Edinburgh (UK)
- Sep 2015 Fellowship A Award to attend the IDEALAB PhD Program funded by the Erasmus Mundus Section of the Education, Audiovisual and Culture Executive Agency of the European Union (DE), (UK), (NL), (AU), (IT)
- Aug 2014 Award “Premio Primitivo Techera” by the Universidad Católica del Uruguay to the authors of two educational screening tests for their scientific contribution to the field (UY)
- Dec 2013 Award by Santander Bank to complete a research internship at the University of Granada (ES)

## **VOLUNTEERING**

Sep 2015 – Jul 2018	Diagnostic of literacy deficits at TreatmentLab from Potsdam University (DE)
Nov 2015 – Dec 2018	Maintenance and updating of IDEALAB PhD Program’s website and collaboration in the organization of summer and winterschools (DE), (AU), (IT)
Sep 2014 – Jul 2015	Member of the coordinating team of the “Language Assistant Volunteering Team” of the University of Edinburgh and Spanish language assistant at St. Margaret’s Primary School (UK)
Mar 2007 – Mar 2010	Treasurer of the Uruguayan Association of Psychopedagogics and collaboration in the organization of professional development events (UY)

## **LANGUAGES**

German & Spanish	Native speaker
English	Proficient in spoken and written language skills



## PUBLICATION LIST

### PEER-REVIEWED ARTICLES

- Colenbrander, D., **von Hagen, A.**, Kohnen, S., Wegener, S., Ko, K., Beyersmann, E., Behzadnia, A., Parrila, R. & Castles, A. (accepted). [The Effects of Morphological Instruction on Literacy Outcomes for Children in English-speaking Countries: A Systematic Review and Meta-analysis](#). *Educational Psychology Review*
- Shaw, S. R., Pecci, S., Infantino, E., Kang, Y. H., Verma, N., & **von Hagen, A.** (2024). Registered Reports in School Psychology Research: Initial Experiences, Analyses, and Future. *Canadian Journal of School Psychology*, 39(3), 191-198. <https://doi.org/10.1177/08295735241263912>
- von Hagen, A.**, Müller, B., Vannini, N., Rublevskis, N., Schaaf, M., Jeck, S., Müller-Staske, M., Bachmann, G., Sedlak, A., Wegerer, J., & Büttner, G. (2024). Scope of School Psychological Practice in Germany: Part 1. *Canadian Journal of School Psychology*, 08295735231226195. <https://doi.org/10.1177/08295735231226195>
- Balbi, A., Bonilla, M., Techera, C., Berrutti, S., & **Hagen, A. von.** (2024). Aprendizajes percibidos por docentes que participan de un desarrollo profesional en línea sobre alfabetización. *Páginas de Educación*, 17(1), Article 1. <https://doi.org/10.22235/pe.v17i1.3692>
- Dudda, S. J., **von Hagen, A.** & Büttner, G. (2023). Effectiveness of School-Based Prevention Programs on Mental Health Literacy: A Systematic Review and Meta-Analysis Protocol. *Neuropsychologia, Psicoterapia e Riabilitazione*, 103. <https://doi.org/10.14605/NRP122301>
- Ruiz, C., Kohnen, S., **von Hagen, A.**, Kwok, F. Y., & Bull, R. (2023). Which domain-specific skills at the beginning of formal schooling predict later mathematical achievement? A systematic review and meta-analysis. *Educational Research Review*, 42, 100583. <https://doi.org/10.1016/j.edurev.2023.100583>
- Cuadro, A., Costa-Ball, C. D., **von Hagen, A.**, Silvera, G., Rosas, R., Escobar, J. P., & Lenhard, W. (2023). Adaptation and Validation of the German Reading Comprehension Test ELFE II for Spanish. *Psychological Test Adaptation and Development* (2023),4, 339–349. <https://doi.org/10.1027/2698-1866/a000060>
- Barboni\*, L., **von Hagen\***, A., Piñeyro, S., & Senabre, I. (2023). Predictive validity of the structured assessment of violence risk in youth (SAVRY) on the recidivism of juvenile offenders: A systematic review. *Psychology, Crime & Law*, 1–27. <https://doi.org/10.1080/1068316X.2023.2214661>
- May, F., Schaffer, G. E., Allen, K.-A., Berger, E., **von Hagen, A.**, Hill, V., Morris, Z. A., Prior, S., Summers, D., Wurf, G., & Reupert, A. (2022). [Perspectives of practicing school psychologists during COVID-19: A multi-country, mixed methods investigation](#). *School Psychology International*, 0(0). <https://doi.org/10.1177/01430343221137716>

- 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](https://doi.org/10.1080/10474412.2021.1963267). *Journal of Educational and Psychological Consultation*. <https://doi.org/10.1080/10474412.2021.1963267>
- Reupert, A., Schaffer, G. E., **von Hagen, A.**, Allen, K. A., Berger, E., Büttner, G., Power, E. M., Morris, Z., Paradis, P., Fisk, A. K., Summers, D., Wurf, G., & May, F. (2021). The practices of psychologists working in schools during COVID-19: A multi-country investigation. *School psychology (Washington, D.C.)*, 10.1037/spq0000450. Advance online publication. <https://doi.org/10.1037/spq0000450>
- Müller\*, B., **von Hagen\***, A., Vannini, N. & Büttner, G. (2021) [Measurement of the Effects of School Psychological Services: A Scoping Review](#). *Frontiers in Psychology* 12, 606228.
- von Hagen, A.**, Kohnen, S., & Stadie, N. (2020). [Foreign language attainment of children/adolescents with poor literacy skills: A systematic review and meta-analysis](#). *Educational Psychology Review*, 1-30.
- Balbi, A., **von Hagen, A.**, Jiménez, J.E. & Cuadro, A. (2020). [Eficacia de una intervención en alfabetización para niños hispanoparlantes con riesgo lector](#) [Efficacy of a literacy intervention for at-risk Spanish speaking children]. *Electronic Journal of Research in Educational Psychology*, 18 (1), 201-222
- Balbi, A., **von Hagen, A.**, Ruiz, C. & Cuadro, A. (2019). [Precursores de la Competencia Lectora Inicial en Escolares Hispanoparlantes de Nivel Socioeconómico Vulnerable](#) [Precursors of Early Reading Competence in Spanish-Speaking Children from Vulnerable Backgrounds]. *PSYKHE*, 1-15
- Balbi, A., **von Hagen, A.**, Ruiz, C. & Cuadro, A. (2018). [Revisión sistemática sobre intervenciones en alfabetización temprana: implicancias para intervenir en español](#). [Systematic review on early literacy interventions: implications for interventions on Spanish]. *Revista Latinoamericana de Psicología* 50(1), 31-48.
- von Hagen, A.**, Cuadro, A. & Giloca, V. (2017). [La construcción de los hechos numéricos básicos: sexo, curso y nivel socioeconómico del alumno](#). [The construction of math facts: influence of the student's sex, school year and socioeconomic status]. *Ciencias Psicológicas*, 11(1): 67-76.
- Cuadro, A., **von Hagen, A.**, & Costa, D. (2017). [Procedural differences in the calculation of the prevalence of reading difficulties in Spanish-speaking school children](#). *Estudios de Psicología*.
- Cuadro, A.; Costa Ball, D.; Palombo, A.L. & **von Hagen, A.** (2013). [Propiedades psicométricas de una prueba experimental de dictado de palabras para la evaluación de la ortografía en escolares uruguayos](#). [Psychometric properties of an experimental test of spelling to dictation to assess orthography in Uruguayan primary school students]. *Ciencias Psicológicas*, 1, 57 – 68.

## REGISTERED REPORTS – STAGE 1 IN PRINCIPLE APPROVAL

**von Hagen, A., Müller, B., Vannini, N., Jeck, S. Müller-Staske, M., Bachmann, G. Sedlak, A., Wegerer, J. & Büttner, G. (2020)** [Scope of school psychological practice in Germany](#). *Canadian Journal of School Psychology*

## PRE-REGISTERED PROTOCOLS

**von Hagen, A.** Solari Morales, M., Menezes, M. & Trindade, F. (2024). [Modelos de Respuesta e Intervención Pública a la Violencia hacia las Mujeres: una Revisión Sistemática](#).

**von Hagen, A., Müller, B., Sedlak, A., Bachmann, G., Herbert, J., & Büttner, G. (2020).** [Teleconsultation compared to in-person school psychological services: a rapid systematic evidence review](#).

**von Hagen, A., Kohnen, S., Parrila, R., & McArthur, G. (2020).** [Spelling instruction in English-speaking primary schools: a systematic review and meta-analysis](#).

**von Hagen, A., Balbi, A., Arbildi, C. & Möller, R. (2020).** [Impact of professional development programs on teachers' formative assessment practices and students' learning outcomes: a systematic review protocol](#). PROSPERO 2020 CRD42020152975

Colenbrander, D., **von Hagen, A., Kohnen, S., Beyersmann, E., Wegener, S., Roebuck-Krautz, A., ... Castles, A. (2020).** [The effects of morphological instruction on literacy outcomes for children in English-speaking countries: A systematic review and meta-analysis](#).

Ruiz, C., Kohnen, S., **von Hagen, A., Kwok, F., & Bull, R. (2020).** [Which Domain-Specific Skills at the Beginning of Formal Schooling Best Predict Later Mathematical Achievement?: a systematic review and meta-analysis](#).

Yong, M., **von Hagen, A., Goh, S., Ye, C., & Foo, C. (2020).** [Mental Health Services Use in Singapore: A Systematic Map of Evidence](#).

Barboni, L., **von Hagen, A., Senabre, I. & Piñeyro, S. (2019).** [Predictive validity of the Structured Assessment of Violence Risk in Youth \(SAVRY\) on the recidivism of juvenile offenders: a systematic review protocol](#). PROSPERO 2019 CRD42019128948.

Sun, H., Vijayakumar, P., Taqiah Yussof, N., **von Hagen, A. & Bus, A. (2019).** [Impact of shared book reading on the language and literacy skills of children in Asia: A systematic review protocol](#). PROSPERO 2019 CRD42019126279.

**von Hagen, A., Kohnen, S. & Stadie, N. (2017).** [Foreign language attainment of children and adolescents with poor literacy skills: A systematic review protocol](#). PROSPERO 2017 CRD42017069980.

## PREPRINTS

- von Hagen, A.,** Müller, B., Sedlak, A., Bachmann, G., Herbert, J., & Büttner, G. (2021). [Efficacy of teleconsultation as compared to in-person consultation in the delivery of school psychological services: a rapid systematic evidence review.](#)
- von Hagen, A.,** Berta, S., Morel, S., Perrier, R., Brenlla, M.E., Ortiz, J.A., Nieto & C.J., del Arca, D. (2020). [Propiedades psicométricas de la Batería Neuropsicológica Infantil \(BANEDI\).](#) [Psychometric properties of the battery of developmental neuropsychological assessment]

## TEST MANUALS AND BOOK CHAPTERS

- von Hagen, A.,** Müller, B., & Jeck, S. (2021). Qualitätssicherung und Qualitätsentwicklung in der Schulpsychologie. In K. Seifried, S. Drewes & M. Hasselhorn (Eds.) *Handbuch Schulpsychologie* (3. Aufl., S.72–84). Kohlhammer.
- von Hagen, A. & Stadie, N.** (2021). Modelle des Lesens und Schreiben. [Models of reading and spelling]. In S. Niebuhr-Siebert (Ed.), *Lese- und Schreiberwerb.* [Reading and spelling development]. Stuttgart: Thieme Verlag.
- von Hagen, A. & Bonino, V.** (2020). Habilidades Metalingüísticas [Meta- linguistic skills] in S. Berta and V. Rattin (Eds.) *BANEDI – Batería Neuropsicológica Digital Infantil – Manual teórico y de aplicación.* Montevideo: Virtual Way SRL.
- von Hagen, A.,** Berta, S., Morel, S., Perrier, R., Brenlla, M.E., Ortiz, J.A., Nieto, C.J. & del Arca, D. (2019). Propiedades psicométricas de la BANEDI. [Psychometric properties of BANEDI] in S. Berta and V. Rattin (Eds.) *BANEDI – Batería Neuropsicológica Digital Infantil – Manual teórico y de aplicación* (pp. 30-74). Montevideo: Virtual Way SRL.
- von Hagen, A.,** Berta, S. & Duque, P. (2019). La evaluación neuropsicológica de niños y adolescentes. [Neuropsychological assessment of children and adolescents] in S. Berta and V. Rattin (Eds.) *BANEDI – Batería Neuropsicológica Digital Infantil – Manual teórico y de aplicación* (pp. 106-127). Montevideo: Virtual Way SRL.
- von Hagen, A. & Acle, L.** (2019). Habilidades matemáticas. [Mathematical skills] in S. Berta and V. Rattin (Eds.) *BANEDI – Batería Neuropsicológica Digital Infantil – Manual teórico y de aplicación* (pp. 497-569). Montevideo: Virtual Way SRL.
- Berta, S. & **von Hagen, A.** (2019). Memoria. [Memory] in S. Berta and V. Rattin (Eds.) *BANEDI – Batería Neuropsicológica Digital Infantil – Manual teórico y de aplicación* (pp. 164-205). Montevideo: Virtual Way SRL.
- Acle, L. & **von Hagen, A.** (2019). Lenguaje escrito. [Written language] in S. Berta and V. Rattin (Eds.) *BANEDI – Batería Neuropsicológica Digital Infantil – Manual teórico y de aplicación* (pp. 413-496). Montevideo: Virtual Way SRL.

- von Hagen, A.** & Cuadro, A. (2015). La comprensión lectora. [Reading comprehension] in A. Cuadro (2nd ed.), *La lectura y sus dificultades*. [Reading and reading difficulties]. Montevideo: Grupo Magro.
- Cuadro, A., Palombo, A., Costa, D. & **von Hagen, A.** (2014). *Evaluación de la eficacia ortográfica*. [Assessment of spelling efficacy]. Montevideo: Grupo Magro.
- Singer, V., Cuadro, A., Costa, D. & **von Hagen, A.** (2014). *Evaluación de la eficacia de cálculo aritmético*. [Assessment of arithmetic computation efficacy]. Montevideo: Grupo Magro.