



IMPROVEMENT RESOURCES REPORT

FIRST AND LAST NAMES OF THE MINOR

Inma (Test)

AGE:

9 years 11 Months

DATE OF BIRTH

20/02/2014

BEGINNING OF THE STUDY

14/01/2024

BEGINS THE STUDY

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VALIDATE RESULTS



MEMORY

Objectives

Use memorizing strategies, such as repeating, narrating, or pointing out memories.

Advices

The routine, the daily order allows children to know what comes after each activity, association, interest. Be careful that you are not fatigued. Practice repetition, classification. Proper feeding, restful resting.

- **Work with visualization skills**

It stimulates the child to create an image in his mind of what he has just heard. For example, suppose you've asked your child to tell you about the park games near home. Ask her to imagine how she sees the park mentally and even draw it, even if it's in simple shapes locating the games. As children improve their ability to see, they can describe the image rather than draw it.

- **Let's play mentally repeating sentences**

Better if you play it in a group. The game begins with one of the participants saying a phrase. The next sentence should read the same sentence and add another one, such as 'big house' and 'black dog', and so on. The game continues until one of the participants is unable to remember all the phrases. It is optimal in addition to the memory practice of your daughter and others to have a very fun time.

- **Try games that use visual memory**

There are many games to match images or things that can help your daughter/daughter work the working memory, such as the classic game of 'Memory'. You can do things like give your daughter a magazine page and ask her to circle every time she finds the word 'the', or the letter 'a'. Car license plates can also be great fun. Take turns reading aloud the letters and numbers on the plates and then saying them backwards too.

- **To participate in the preparation of the meal**

For example, you show her the recipe, give her a few minutes to memorize it, and then tell her to bring you utensils or ingredients, which she has to remember by heart, and your child has to go get them.

- **Invite him to relate his acts**

Other ordinary situations, very beneficial for exercising memory and for the temporary organization of events are those in which your daughter, as soon as she finishes her activities, relates them step by step. Or those other situations in which you are given two verbal instructions and must perform them in the same order in which they were given to you.

- **What do you remember about your departure?**

After a visit to a place, or a family trip, you can take advantage of it to challenge your daughter to see who remembers more than you have seen, how many tables were in the restaurant, who ate the grandfather for dessert, who played with, what was the tour... you can also tell your daughter to pay attention to the day trip because it will be like a game to remember, and so you will be more

observant throughout the day and at the end get some small whim or prize if you are able to remember many things.

- **Play chess**

One of the best exercises to stimulate memory is chess learning. The advantages of this game are numerous and among them is the development of memory. First of all, because your daughter has to learn and remember the bases of the game, how the pieces move... As she is interested in the game, she will learn plays and openings. A more practical type of memory is developed, since not only does it have to repeat, but it has to apply those learned plays, since it is a creative and strategic game.

- **Play cards**

Playing cards like the world's couples is an ideal option to stimulate your child's attention. This game mainly uses visual association and also attention.

- **Sudoku**

Sudoku is one of the most popular memory activities, as it will challenge you to solve a numerical grid through mathematical logical thinking. The benefit of this game is to improve concentration and intelligence, as well as to stimulate memory and mental activity.

- **Word Lists**

This group game consists of creating a list of words according to categories, such as names, surnames, things, objects, colors, among others. To play, you must select a letter from the alphabet so that each player remembers a word in the category that starts with it. Usually, word lists should be made with the time counted to improve the players' ability to react. For example, you can select one or more categories and choose the letter 'C'. This way, you will have to list all the things that start with the letter 'C', Carmen, car, meat, stew, camel, carcass... Words can be listed aloud in turn or written on paper until time runs out.

- **In my suitcase I carry**

Training their retention capacity and memory is very important during child development, making it easier for them to focus on the moment of learning something. With this game you will be able to do those kinds of training to your daughter and, in addition, motivate your daughter to communicate with others. You'll need a list of fun and easy topics. For example, beach, football, school, games, holidays... Invite a few children. Choose a topic, for example, vacation. Tell the children to think of an object that relates to that subject. Ideally, that object should be put in an imaginary suitcase. The first participant names a first object, and their colleagues must continue to add objects and name those already in the suitcase. So, if the first participant says, 'in my suitcase I'm wearing several t-shirts', and immediately gives the turn to another child, who must say, 'in my suitcase I'm wearing several t-shirts and... (here name what I'm thinking, some pants, some toys, some skates...). All children must name their peers' objects and add another, who does not remember will be disqualified. With this game you will train short-term memory and that children integrate, motivate and have fun.

- **I look at the page of a book and remember**

Use multiple senses to process your child's information to help with functional memory and long-term memory. Write down the tasks your child needs to do so he or she can read them. Tell them out loud so you can hear them. Walk around the house while talking about the chores your child has to do. Using multisensory strategies can help your child retain information in his mind long enough to use it.

- **I look at the page of a book and remember**

Open a book preferably with images on a given page and ask your child to observe it for a few seconds. Close the book and ask your child to find the right page.

- **Knowing my friends**

You'd better get a group of kids together. In this activity you will ask each child to mention the color, fruit, games, movies... or other classification that they like best, and the rest of the children must say the name of their partner and the color, fruit, games... that these mentioned. You're going to help your child stimulate auditory and sequential memory

- **Number Strings**

Your child will stimulate working memory with this activity that is really good. It consists of telling sequences of numbers and that your daughter try to remember them once all have been said. To add difficulty, you can make the sequences longer and longer, starting with sequences of only two numbers (e.g., 1-7) until you reach ten or more (3-9-8-5-6-7...).



READING LEARNING (DYSLEXIA)

Objectives

Encourage motivation to read, knowledge, fluency and comprehension of what is read

Advices

Reading in its playful expression, encouraging curiosity, knowledge, culture starting from the fields of interest of the child.

- **Usual crossword puzzles and letter soups**

First of all, your child doesn't feel forced to do things right by an adult imposition, or because he or she feels he or she must achieve all the expectations you project in him or her. Learning by enjoying. Word games, such as crossword puzzles and letter soups, among others, work very well for your child to learn while playing and you can also participate and help.

- **Your child also has 'reader rights' as an adult**

In other words, reading whatever you like, even if it's not a great text, it's not mandatory to finish a story, a book, especially if you're bored. Maybe you go faster and skip pages. You may want to read aloud and interpret the text, or very quietly...The important thing is that you can read and enjoy doing it. Make him understand as an adult that the above also happens to you.

- **Walk him to the bookstores**

Fortunately, there are more and more books that appeal to children and more specialized bookshops for them or with sections of children's and youth literature. It's very good that he looks, explores, develops his curiosity. Invite him to look for and choose a subject, read the covers, as well as some of the books that he is looking at to know whether or not he would like to read everything, have it.

- **Take time every day to share reading with your child**

Children like to be read stories at bedtime and your child will certainly be too. This is a great way to relax and share after a long day and get ready to sleep.

- **Encourage him to write**

Writing reads, it spells. Suggest that you write to your friends as if they were the 'old letters', that you make notes for the family, signs for your room..., you are reading and developing your ability to read faster and with less effort.

- **Read books, topics your child enjoys**

If they are stories, stories, topics of interest to your child and have been read and discussed more than once, your child may have learned many words. When this happens, allow your child to complete sentences or even a paragraph, which will also purposefully exchange words.

- **I see, read, draw, reinvent**

Reading triggers imagination and the best way to give outlet to this creativity is to promote your child to sit down and write. Every illustrated book can be 'the best', about pets, Manga, an all-time classic like Mortadelo and Philemon... He looks at it, reads it, makes some drawings and creates his own story with other outings and ideas different from what he has read. With this type of activity, your child will improve other aspects such as creativity, grammar and spelling, making their learning didactic and interactive.

- **Enjoy reading**

Your adult abandons the widespread idea that reading is a form of solitary leisure. Organize 'excursions' with your family to the countryside to read, or perhaps to the park or take advantage of

Sunday mornings to read together on the sofa. It's not that you spend all the time reading but for example you may have chosen short readings adapted for each age and regarding the place you are going to go on excursion, or if it is in the park what kind of trees and birds there are... and share with enjoyment what each one has obtained. They are small gestures that both big and small will enjoy and that will help you to promote reading at home, in addition to carrying out the reading association with joy.

- **Beyond the academic world**

Innova do not present the reading to your child with the classic slogan 'reading duty-school'. What does your child like? The mechanics, the robots, the construction of a village, the kitchen... all the topics are good and interesting to follow some instructions, some guides to read, to be informed, and with which you can also help him. Letting your child access the world of reading on his or her own feet is the best way to encourage his or her concern for it. Reading becomes a pleasant act.

- **Welcome to digital reading**

Reading and the digital world are becoming more and more linked. In addition to tablets and mobiles, there are interactive books. It can be very attractive for your child not only to read but also to compose their own story, facilitated by digitization.

- **Tell her stories, tell her about oral tradition**

Perhaps you have family stories of your own, or that have come to you by oral tradition, if not so, resort to looking for some in books, on the internet... Tell your child that the oral tradition is word of mouth, that there is no written record and that it cannot be read. To play and understand make him write something that he will read later, it is not necessary to invent it, you can also copy it. Then as if he had a magic rubber that erases everything, your child will build a story with many differences with what he wrote and tell it to you as if it were 'the most absolute truth'. With this activity your child will learn much more than the exercise of reading. He will practice reflection, awareness, writing, reading, enriching vocabulary and you will have fun.

- **Support him in his reading way**

If the guardian or teacher has told you that your child has trouble reading and must "practice" at home, he or she will not or will do so with difficulty if you leave him or her alone in front of the book in his or her room. Now is when she needs your help and support to exercise for 10 minutes each day. Reading with him means, for example, spreading the page, reaching a pact: "I read the first paragraph and you the second, OK?". Reading with him requires that your attitude be positive, never critical of his mistakes, because he needs to gain confidence and, something very important, feel like reading the next day again. If he has difficulty saying a word, you read it to him, without waiting for him to make a great effort of analysis that exhausts and sinks him. When you read one word for another, for example, "vault" for "vault," you can say, "It would have been possible, I could say vault because the syllable starts the same and looks the same, but it says vault." He always values that his mistakes are never voluntary. Something important and to always consider, do not exhaust the child, it is much better to do two sessions of five minutes than one of fifteen.

- **I share my reading with you**

From what you are reading you can choose some passage that you think is appropriate from the book and explain it adapted to your knowledge. In this way you encourage your child to read, that is, you move your child's will towards an activity that is pleasant and pleasant. That's why communicating and sharing your satisfaction with her is to show her that reading is fun and exciting. Even invite him to read from the text, even if it's just a few sentences.

- **Subscribe to a children's publication**

It can be in paper or digital format. Both are equally valid. Perhaps the former has more of a connection to his elders. The essential thing is that you choose among the many topics of your taste and interest and that invite you to read.

- **Let him see you read**

The example is in education, the most convincing argument because it enables imitation, if you are a lover of reading, you encourage your child to do what a person who has prestige for him or her is his or her father or mother. If you don't read, you can't tell your child that reading is fun. Your child may think that you're telling him that to read, but that it's not true and he's probably not interested in reading.

- **Make it easy for her to read**

If your child has any difficulty reading and it takes great effort to do so, with repetitions of words or syllables, substituting some letters for others, which can even make him/her not understand the message. Reading like that is so boring. It's like reading in a language you don't understand, and there's no one who can read more than two minutes in a language they don't understand. But if you read, you will understand the message, so you will enjoy what you hear, you will be attentive and you will be able to appreciate that on the pages there are interesting stories worth the candle. Constant reading, free, as a gift, without asking for anything in return and with love on your part will arouse interest and desire to read in the medium and long term.



CALCULATION LEARNING (DYSCALCULIA)

Objectives

Support the child to use the different mathematical and calculation methods to identify and perform operations with the numbers applicable to daily reality, favoring the acquisition of skills of comprehension, concentration and attention.

Advices

Math and calculus in your day to day. From abstract to concrete. Develop by learning meaningfully and integrating numbers and their operations.

- **Before solving it is necessary to stand and think**

You're going to show him a lot more than calculations, you're going to offer him tools for life. The important thing is not 'the numbers' but the understanding, the strategies used or the assessment of the answers. Remark him that it is not a question of finding "The solution" but of proposing, testing, checking... always, of course, with a logical foundation. Let him speak mathematical language. Steps to follow 1. First it will be to read and understand what the problem asks me, if there is any word that does not understand it to ask. 2. Is it possible to solve it once or better in parts? 3. Draw what the problem tells you to go from the abstract to the concrete. 4. Highlight the problem data in red and the question in green. Is all the data necessary? Is there more or less? 5. Make a mental approximation of the operations you're going to need and the outcome you think you're going to get out and write it down. 6. Get him to perform the calculations. 7. Once you're done, I asked him. Would you be able to create another problem from the one you made? You can use the same data to ask another question, add or change some data, include the solution in the exercise and ask for something new, create a new but similar to this.

- **What number is missing?**

Your child will mentally find the missing number in equations that a term is not in. The numbers and the number of sums will depend on your child's domain, it will increase progressively according to their practice. Example: $5 + ? = 15$, $15 - ? = 25$...

- **Let's find alternatives**

Your child will look for other possibilities of adding for the same result. Example: Sums that result in 50 ($10+15+25$ or $20+20+10$)...

- **Let's change (permute) the summaries**

Teach your child a trick and check it, to make mental sums in which the first sum is greater than the second, it is easier to add the smaller number to the larger number. Example: Instead of adding $7+20$, add $20+7$. So it's easier to get, mentally, to the end result, which is 27. To make it more enjoyable intercalate instead of just numbers, objects, facts, people... to quantify mentally

- **Multiplication in a playful way**

Let your child know how easy the 0, 1, 2, 10 tables are. The table of 0 any number we multiply by 0 will always be 0. Table of 1: Any number multiplied by 1 will always result in the same number. The table of 2: the number we multiply by 2 will result in twice the same number. Table of 10: any number multiplied by 10, will result in the same number with a 0 at the end: $10 \times 5 = 50$, $10 \times 8 = 80$, $10 \times 9 = 90$... The 4 is only multiply the results of 2 by 2. The table of the 5 also has its trick, the results start by ending in 5 the odd ones and in 0 the even ones: $5 \times 1 = 5$, $5 \times 2 = 10$, $5 \times 3 = 15$, $5 \times 4 = 20$... In addition, each result adds up to 5 in each series: $5 \times 1 = 5$, $5 \times 2 = 5 + 5 = 10$, $5 \times 3 = 10 + 5 = 15$, $5 \times 4 = 15 + 5 = 20$... In the table of the 6 it is important to keep in mind that every time we

multiply the 6 by an even number, the result ends with the same number for which it is being multiplied $6 \times 2 = 12$, $6 \times 4 = 24$, $6 \times 6 = 36$... The only memory effort will be that you learn the memory of the three.

- **Finger multiplication**

Multiply with your hands the tables of 6, 7, 8 and 9. The first thing to do is to list your fingers 6 through 10. Thumbs will be number 6, indexes 7, hearts 8, annuals 9 and pinkies 10. Before you teach your child, you will practice it. Your palms have to be facing towards you, let's say 7×8 , you're going to join the finger number 7 of your left hand with the 8 of your right hand. As you can see and your child too, there are some fingers above the fingers you have joined and others below those fingers. As a rule of any multiplication of the tables of 6, 7, 8, 9 that you can make, you will add the fingers that you have put together more those that are above and each of the fingers will be worth 10, and those that are below the fingers joined multiply. Let's go to our 7×8 , the seven is your left index that you join with your right heart with what you have a total of 5 fingers above $\times 10 = 50$ and below you have 3 left in the left hand and 2 in the right and $3 \times 2 = 6$, total above and below $50 + 6 = 56$ or $7 \times 8 = 56$. Let's make one more 9×9 . Always with your palms towards you together the ring of your left hand with the ring of your right hand, count you and your child and you will see that there are 8 fingers $\times 10 = 80$ and below you have 2 fingers, one in each hand with $1 \times 1 = 1$, total sum $80 + 1 = 81$, $9 \times 9 = 81$.

- **We've mastered addition and multiplication, we're going for division**

Let's think about splitting is splitting it equally. Explain to your child with something simple to hand cover for example 'you have 6 seats and we are 3, we will touch 2 per head'...Math as always are in our day to day. You are going to introduce your child to the 'proper names' of a division for example you have 5 friends and you have 20 cookies to distribute equally, allow him to physically make the distribution in 5 groups and place the same cookies in each of them after teach him that the total of the cookies 20 is the Dividend, 5 that are the friends is the Dividend or number that divides the Dividend, 4 that are the cookies that each of the friends has is the Quotient and Rest would be the amount that is left over that in this case is none.

- **We need the parts, we need the fractions**

It seems that it was the Egyptians who discovered the fractions because they did not square whole numbers for their calculations in their glorious constructions. Simply a fraction is a number composed of two and represents a portion of a whole, for example half an apple, a cake cut into three servings for three people, there will always be one of the two numbers representing the unit and the other the number of servings in which the unit will be divided. Using something that can easily be divided into $1/2$, $1/4$, $1/8$ and $1/3$ is a great way to teach fractions to your child, for example, he or she has a party with 12 friends and wants to hand out a chocolate bar with 12 paintings, it is ideal because a painting is the example of $1/12$. Use colored pieces of paper to show your child how to make strips of fractions of it. On a full sheet type 'complete'. Divide one sheet in half and write 'half' or ' $1/2$ ' on each piece. Continues to create all major fractions. After this paper fraction exercise, decimals will be much easier to understand. Making a cake with your child is a perfect situation to learn and manage fractions in everyday reality, either with the use of containers with measurements ($1/2$, $1/4$, $1/8$...) as well as the use of weight. We call the number above the numerator fraction and the number below the denominator.

- **Construct the table of prime numbers**

First of all, present the prime numbers, that is, the numbers that are only divisible between themselves and the 1. You are going to build the table of prime numbers up to the 100 (2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89 and 97). Remember that the 1 is not considered prime number! First, you'll look for the multiples of 2 and mark them (except for 2, which only has dividers 1 and 2, so it's prime). Now, of those that remain, you will find the multiples of 3 and point them out (except for the 3, which is prime). An easy way is to count 3 in 3. Of 4 you won't need to, because all multiples of 4 are also multiples of 2, so you've already marked them before. Multiples of 5 are easy to find, as they are all finished in 0 or 5. You'll leave the 5

unmarked, since it's prime. The 6 is not necessary, as $6 = 2 \times 3$ and you already have 2 and 3. The multiples of 7 leaving the 7 unmarked, as it is prime. All you have to do is search for the multiples of 8, 9 and 10, and these are compounds and multiples of numbers that you've already searched for, you get to the number 11 and there you stop. You have the table of prime numbers.

- **The importance of N numbers (Natural)**

Tell your child, keep in mind that storytelling anchors memory better. Natural numbers are the first to arise in different civilizations because counting and ordering elements are the most elemental tasks in the treatment of quantities. Natural numbers are those symbols that allow us to represent the number of elements that a set has. Because of the importance of this set of numbers a special symbol was created to identify it, we will use the letter N to represent the set of natural numbers. You can show your child in a practical way, that is, by telling that the numbers are not infinite, there is no end.

- **Play “Entanglements”**

You will have a lot of fun with this game that consists of a carpet with different colors spread over different areas and a roulette wheel with the same colors that are on the carpet. The roulette wheel is thrown away and successively should be placed left arm, right and then the same with the foot. In this way, you will train your spatial orientation.

- **Handle with multiples**

Surely your child knows, but you remember that multiples of a number are all the possible results of multiplying that number by each and every natural number, which will be infinite. Also, multiples are numbers that include another number certain times. 9 is not a multiple of 4, because it does not include a certain number of exact times. Let's play with one easy on 5, all your multiples end in 0 or 5 and you will make a list for example 227, 500, 15, 366, 15,040, 642, 118, 202, 10,005. And your child should locate those that are multiples or not of 5. Or find the first ten multiples of 5 under 8,047. First you find the nearest number ending in 5 or 0. It will be 8,045 and then it will subtract from 5 in 5, 8,040, 8,035, 8,030...

- **The daily life of dividers**

When a number that divides another number produces a zero-unit remainder, it is said to be a divisor of the divided number. For example, if you divide $15:3$. The result is 5 and 0 is left over. It can be said that three is a fifteen divisor, since the residue of the $15:3$ operation is equal to 0. In other words, one number is a divisor of another if it is contained an integer number of times. In the example above three is a fifteen divider because it is exactly five times in it. Let your child know that the expressions $15:3=5$ and $3 \times 5=15$ are closely related. You can invite your child to give you examples with other numbers.

- **Even and odd.**

Even numbers are 0, 2, 4, 6, 8, and those ending in even numbers, the rest are odd numbers. Even numbers are called even numbers because they can be grouped in pairs of two to two. This simple explanation helps you get started. You can use images to get your child to look for even ones (two birds, four flowers, six chairs...) and odd ones (one car, three children, five seats...) or put cardboard or even numbers in a bag and your child will be composing even and odd ones.



STUDY. TECHNIQUE AND FREQUENCY

Objectives

Encourage the child and the young person to learn to schedule their homework, studies, and study techniques.

Advices

To know the value of constancy, management of effort and time applied to the study, satisfaction of results.

- **Choosing the Right Time**

It is important that your child does not make a negative association with the study. Therefore, it is recommended that you first do your homework and then allow him to perform a pleasant task, such as playing. In this way you will not assume that the study is a kind of punishment.

- **The time needed**

It is not appropriate to force your child to spend too much time studying. As a general rule, it is advisable to start with short periods of time, at first 10 or 15 minutes will be sufficient, and then increase as the course progresses or according to the complexity of the duties. In any case, at your child's age, the usual is that he/she keeps a minimum of attention between 16 and 18 and a maximum up to 45', the ideal is that he/she dedicates to the study activity about half an hour and if he/she needs more he/she does a little rest and takes it back, it would be convenient for him/her to do it every day.

- **Setting up a study area**

Most children do not study on their own initiative and surely your child is no different, so it is important to use all the tools at your disposal to motivate him or her. A good idea is to create a study area, which is pleasant, where the little one has all his school materials at hand and feels at ease.

- **Avoiding distractions**

Children are easily distracted, especially when it comes to studying. Therefore, it is convenient that when doing homework there are no distractions. Keep the TV off and set aside any game. It's important that your child can concentrate because it will end faster, get less frustrated, and result in higher quality.

- **Subdivide complex tasks**

When children are young, they expect an immediate reward, so it is difficult for them to see the end of a task, especially if it is very long. To motivate and avoid frustration in your child, you can break up a task into small steps. For example, if you need to learn multiplication tables, you can dedicate a week to each number, so your child will not feel overwhelmed.

- **Create a routine**

Creating habits of study is not limited to doing homework, but rather to dedicate every day of the week a space of time to this task. That's why even if your child doesn't have homework, you can ask them to sit down for a while to read or write. You can also look for fun tasks, such as crafting.

- **Schedule tasks**

Study habits do not only refer to the time spent on this activity, but also the organization is important. If you teach your child to study, he/she will be able to do his/her homework in less time as he/she will take better advantage of every minute. Therefore, it is convenient to teach him how to

organize and plan tasks such as explaining that he should start with the most complex tasks and finish with the simplest.

- **Acknowledge their effort**

It's not about giving her presents, but it is necessary that values her effort, a few words of encouragement or a dessert she likes for dinner can be enough to motivate your child to continue studying. In fact, remember that praise and attention are great incentives for your child. You can also make him see how far he is moving, so that he will be encouraged to continue

- **Constant monitoring**

At first your child will need to be supervised until the habit is established. This means that you will have to sit at the table with him until he finishes his homework. Little by little you can give it more autonomy, emphasizing the fact that you trust it. However, keep an eye on your progress, reviewing the task at the end.

- **You will observe your child's sustained attention, memory and frustration tolerance**

That is, concentration or the ability to focus attention on something other than distractions that your child presents. Memory or the ability to remember and repeat what you study. And something very important is the tolerance to frustration that your child has, or if he continues to insist on doing something, even though the first attempt has gone wrong ... even though he struggles to get it.

- **Always start at the same time**

Do not start later than 7, to avoid fatigue. First study, then homework. Acquire the habit of using digital media in a timely manner for inquiries, or prepare exam questions. Constancy writing down tasks to be done or finished in the agenda, key dates, reminders...

- **Start studying 2 or 3 days before, to acquire the habit of preparing in advance**

Multiplications, divisions, classification of the animal world, advanced concepts of language,... It is the age at which, in addition to advancing in reading comprehension, you can learn to make simple outlines, which will help retain content, and prepare for underlining, one or two years later. It helps a lot to have complementary resources like mathematical rules or specific applications. Teachers can offer through the class blog tips, websites of interest, experiments, collaborative initiatives...

- **Guidelines for doing homework**

First study the question and review what you learned in class and then respond to the exercises.

- **Learning to be a non-repetitive strategic student**

That is, your child plans, regulates and evaluates his or her own learning process, which will lead him or her both to learn significantly the content he or she studies and to 'learn to learn'!

- **Take "notes" by hand**

The best way to retain ideas is to write them down. Even if we are in the technology age and your child is a digital native, we must avoid that everything is a computer and tablet. When you type on a keyboard, speed prevents the brain from processing knowledge in the same way as when you type by hand.

- **Reading text**

It is convenient for your child to make a first reading of the text, this reading must be in depth, in which your child understands what he/she reads. If you read aloud, it will encourage focus and attention. Your child needs to focus on understanding what he or she is hearing. The reading will take place a first time, and before making a second reading, it will try to make an effort to remember as much of the content as it can.

Objectives

Encourage the social contact of the child, taste and satisfaction for relationships, identify emotions.

Advices

Social maladjustment is done without being born, foster social skills, know one's own emotions and those of others.

- **Watch your self-esteem**

A healthy self-esteem will give you the strength to face others and develop without fear of judgment.

- **Teach her conflict-resolution strategies**

Attention, I don't know the solutions for you. Try testing the solution or ways to proceed with it.

- **Give it autonomy to face its social challenges**

It is important that you have confidence in yourself and for this you have to do it alone.

- **It is unique and unrepeatable**

Don't label, judge or compare him with other boys or girls. Show him your support and love

- **Pay attention if your child has changes in socialization**

He rules out that he may have other problems from physical, psychological, as well as bullying.

- **Who's the car and who's the driver?**

Your child with this game will practice communication skills by addressing others with verbal instructions and confidence. You will play in the open and need boundary markers to point out a large rectangular space where everyone fits but at the same time will be forced to walk around each one. If you can invite participation over ten children better. Ask them if they know how to drive and if they have, even if it is in a stopped car. You tell them that now they will have the opportunity to do so and that they will have to take great care of their car, their car trusts that they will drive it carefully so that they do not have accidents or collide with others. They have a very expensive car. Watch him. There will be prizes for everyone who respects their car. Ask them to be placed in pairs, in each pair one child is the car and the other the driver. The car will keep your eyes closed while the driver drives it. The driver's goal is to drive the vehicle around for a specified period of time (2 minutes) without crashing. The driver will tell the car to move forward by placing both hands on your shoulders. To stop, the driver will take his hands off. To go to the right you will hit gently with your right hand, to go to the left you will hit gently with your left hand. The driver and the car can't talk. When the time period is over, have the couples swap the papers. Reflect with the children, take them to a comfortable space. Ask each child to complete the following sentence: 'I liked being the... (car or driver), why?'. Then she asks: Did anyone find it difficult to be the car? Why? What did your driver do to make you feel safe or insecure? Did the cars trust their drivers? Why? Did someone when they were the car keep their eyes open?

- **What show, what show, what subject is it?**

You can play outdoors or at home, gather some children with your child, although adults can also participate. They're going to practice cooperation, attention and concentration. All you need is a music player with TV-themed programs followed by your child and children, movie melodies, video games... and sheets of paper and pencils for each participant. Depending on the number of participants can be done in couple or in two groups. Anyway, if there were only two you would be a

conductor putting the first stanzas of a song for them known and interrupt, in a few seconds they have to guess and write it on their sheet, then hum it and better if it is with the lyrics. If they are more than two or if they are very practical each 'group' prepares its repertoire of topics for the other to guess, they have to collaborate among their members to achieve it. When a group is finished, the reverse is played. The group that has got it right wins.

- **What will it be?**

Your child and children will learn communication, observation, and instruction tracking. Gather as many children as you can in your house. Ask the children, who among you is good at guessing unspoken indications? I need a volunteer. The volunteer must leave the room. While she's out, the rest of you will think of a simple indication for the volunteer to follow when she returns. It explains the rules that you can't talk to the volunteer when you return, that the group can communicate by miming and clapping. They will clap loudly when the volunteer is close to following the instruction, and they will not clap if he doesn't get close enough. You will be given a standing ovation when you succeed. The rules for the volunteer should be simple, guiding the group to decide on an appropriate instruction. For example, the volunteer may be directed to come to the room and pick up a piece of paper, change a chair, place cushions, touch books... Set a time limit for selecting the indication. The volunteer may need some clues. The best way to discover instruction is to start doing things around the room. Encourage the volunteer to remain active. If he seems baffled, help him. Try several rounds with different volunteers. Talk about the different rounds. Ask the group what made some volunteers more successful at finding the solution than others. He works with the group to identify those things that made communication easier. Conclude by talking about the relationship between the volunteer and the group, let the children know that communication cannot fall on one person, this is a two-way relationship.

- **I celebrate my name**

You will work with this activity, self-esteem, solidarity and friendship. Make the most of it once again and gather at home children who participate with your child. You will need a cake, candles, cardboard with the names or materials to make them (magazines, markers, colors...), if you like more, you can also accompany with music. Start by explaining to the children that every time someone calls them by their name they are calling all the beautiful and abundant things they have in their person, and also think that their name is one of the words they have heard most in their life and that is why their name deserves to have a party of recognition. Each of the children will make a poster with his name, using recyclable material, colored papers, magazines, markers... You can also share with the group the story of their name, why they called them that, who in their family is called like them, what is their diminutive if they have it... When everyone has spoken and shared, it is celebrated by singing the 'happy name birthday', which is the same happy birthday music but with this lyric, 'happy name birthday wish me, it is a beautiful name that is fantastic for me'.

- **The protagonist of my day**

It is important for your child to become familiar with problem solving, expressing feelings, solidarity, and the spirit of healing. Pick a picture of a child you don't know. You will present it to your child and the children who are with you, you will put together a name, it will be the protagonist of the day. You'll make up a story and tell them how it got into your lives. Emphasize that he is a very special child who will talk to them about feelings of sadness, anger, fear, nervousness, joy... Put the children in a circle and start the talk by saying something like: 'let's imagine that 'little guy' is very sad today. What do you think happened to...? Invite the kids to describe what they think happened to... You can start the story as follows: 'Little boy is sad because a friend of his is going to change schools', 'Little boy is scared because his father has been out of work and his mother is very nervous', 'Little boy is very angry because someone stole his case'. The idea is to make the little guy's 'problem' similar to a problem one of the kids in the group has, but not accurate. Avoid examples that are too harsh, can scare children instead of educating them. Children can benefit from the discussion by listening to and offering their own opinions. Children are asked to offer ideas that can help the little guy solve his problem. Some of the children may

express feelings of wanting to convey affection to the little guy. Then you thank the children for the ideas they have contributed. Good game for when any of the children in the group is sad, angry or afraid, they are taught that experiences that produce very strong emotions like these are part of human existence. It also teaches children that learning to express these feelings helps us understand each other.

- **Keep balance with your help**

With this game you will be able to help your child with psychomotor development, to generate solidarity, cooperation and to overcome. You will need small bags in which you will put dried legumes, ropes, toys, chairs, maybe some stool. If there are more than three children accompanying your child it will be more fun. You'll ride an obstacle course inside the house with the legume sacks. Children put the bags on their heads and move through a path you've demarcated with ropes and objects (you can also use adhesive figures on the floor). The idea is that they go along a path with several obstacles (on chairs, under tables...) without dropping the bags from their heads. If they drop it, they should go back to the starting point and try again. You can do it by helping each other. If one child drops his sack, the other crouches down carefully and picks it up. But if he falls down too, he is detained until someone else helps him and so on. The game is set on the basis of 'let's be nice' and 'let's play and take care of ourselves'. The reflection will consist on how they have cared (or been supportive) in this game, how do they feel? (cheerful, calm, nervous, angry...), how do we solve the problem when the bag fell?, what is the difference between making the game alone or with the help of others ?, how does it feel to collaborate with a child who has not been played before much?, how can you do that cooperation in other places like in class or in the playground?

- **Recognize the enigmatic person**

This is a game of friendship, cooperation, self-esteem and respect for differences. You will explain to your child and the other children who participate that you are thinking about someone in the group and you want them to guess who they are, you will give them some keys that will help them guess who they are. You start with a common characteristic and gradually you become more specific. Children should raise their hands when they think they know who the person is. To be clear you can start by yourself, you can say something like: 'this person loves pets, this person works for people's well-being, this person is tall, likes music and speaks Italian.' Continue afterwards with a child in the group. When you take some rounds, invite one of the children to select another child and give clues about him. This game highlights the fact that knowing more about others is an important part of friendship, that each one is different and enriching. To emphasize that we all have many qualities that make us 'particular' and unrepeatable.



DISOBEDIENCE

Objectives

Understand the child, redirect and modify his/her behavior regarding the breach of rules, as well as motivate him/her.

Advices

Calm, love, firmness, discipline, dedication.

- **Banishing “just because”**

Explain to your child why you ask or forbid them to do something. This information should be appropriate for the age of the child. It may cost you some time and dedication, but the benefit in your child's education in the medium and long term will be immense generating respect, communication and assertiveness.

- **Consensus with your child on certain rules and regulations**

If your child is involved in creating the rules, he or she will most likely feel more responsible and understand the guidelines better. This will contribute positively to its achievement. Therefore, it is important that you begin to let him negotiate with you the demands and consequences of his compliance or non-compliance, listening to his reasoning. Ultimately, you will be the parents to decide.

- **Do what you agree to**

To motivate your child to do what it costs most, we will give you the indication in a positive way, explaining that when you do, you will get something beneficial. For example: 'after you pick up your toys and take a shower, I'll play with you for a while before dinner'. Think about it before promising something you can't fulfill, this is a principle you have to keep in mind throughout your education with your child.

- **Be careful that non-compliance is safe**

If breaking the rules involves a dangerous action for your child or others (crossing the street without looking, breaking objects, throwing blows...), you will show a firm expression and tone of voice and say 'no!' or 'stop!' If necessary, you will physically stop their action. Then you'll take away a privilege.

- **Time out**

When your child breaks the rules despite repeated warnings, don't lose control. Apply the time out or the required pause. The time-out technique is used to eliminate maladaptive behaviors. You will put your child in his/her 'thinking corner' or 'thinking chair' to reflect on his/her behavior between six and eight minutes (it will increase by one minute per child's chronological year) and unable to enjoy the usual conditions of his/her environment with pleasant reinforcements.

- **Beware of rewards!**

Reward, reinforce is not like saying good morning, don't take away its value. Nowadays children usually have everything they want, even when their parents do not have a great economic situation, all the latest toys, consoles, computers, cameras, mobiles... They are great consumers, they are machines to order and buy, 'buy me a mustache, I want the stickers, buy me that doll, I want a video game...'; it is in you not to allow this and educate your child to value himself, the effort, the cost of things and to gain respect and consideration.

- **The rewards and privileges you give your child must be tailored to their particular tastes**

What is a reward to one child need not be a reward to another. For a child to watch TV fifteen minutes more before bedtime can be a reward and for another not. For a child who eats very badly, choosing Saturday dinner is a prize and for another who eats everything not so much. From the knowledge of your child establishes a list of positive reinforcements 'prizes' specific to him. Prizes must be varied frequently to avoid satiation, that is, your child gets tired of always receiving the same prizes and stop giving effect to it.

- **Prizes should be given in proportion to the importance and difficulty of the conduct to be awarded.**

Big prizes should only be given if the behavior is appropriate and we think it is important and strenuous for the child. The child should not be given a console for an approved matte, for example.

- **See if he's calling for your attention**

Most inappropriate behaviors of children are a way to claim the attention of their elders. It is important that you become aware of how many times through crying, screaming or refusing to obey, you can get treated or 'get away with it', leaving something that you did not want to do without doing. But especially getting your attention.

- **Be prepared to ignore certain behaviors of your child**

The first warning that to ignore inappropriate behavior must be in a safe space and you as an adult control the situation. The previous point will consist of not reacting to your child's bad behavior in any way, not saying anything about it, not showing any facial expression or making gestures. Don't focus on your child when he or she is acting, you will look away, turn your back on him or her, you will stealthily move away as much as possible, leave the room if necessary. Pretending to be busy with something else and not realizing what's going on, talking to someone else if possible, humming, turning up the radio, looking at the ceiling, talking to yourself about your stuff...all are effective ways to not pay attention. You will pay attention after your child has stopped behaving improperly, smiling, looking at, or talking to them, with praise and affectionate gestures. Let him see that when he behaves well it's when he gets your attention, not otherwise. Be prepared that ignoring your child's behavior at first makes behaviors worse before they get better. The child, at first, will try to attract attention to what he is accustomed to, through more crying, complaining, screaming... but you must not abandon. You can record how long tantrums or complaints last, or count the times they occur, to check the progress that is being made. Although tantrums may seem to last forever, they can be measured in seconds or minutes. When you find that the moans last ten minutes on the day you don't buy a candy, and eight minutes the next day, you will be encouraged to continue the tactic.

- **Make sure he's got the point and firm**

Check that he has understood you properly. Listen carefully when you try to give an explanation. If it's an argument that you understand is a pure excuse, you'll use the expression "anyway." For example, "I know you like the game you're playing, but anyway, I want you to set the table now because it's time for dinner." You don't have to get into a debate with him.

- **Stay calm, think and act**

Your child has done something wrong and you're angry with him. Scolding, punishing, cataloging or ridiculing him is not going to get him to do better next time or be phrases of the type 'something happens to you, it's not normal what you just did', 'you're a useless, stupid, it's over, you've been left without going out over the weekend'... Making him feel bad is not going to get your child to learn from his mistakes, or to rethink. He'll feel bad for himself ('I'm bad, I'm dumb, I'm of no use...') or for you ('I hate you, the fault is yours, this is an injustice, I wish you died...') and he won't think about rectifying but he'll concentrate all his emotions on hating you, feeling misunderstood or blaming you for everything.

- **Keeps records of conduct**

In these cases, records to record behaviors that your child is not following will help you a lot. When you don't know how to react, when you are distracted, tired... it is very convenient to write down

what has happened in those moments that your child has become distracted, but to do it effectively, you better make a record. If it's more convenient for you, take a grid sheet in which you'll make four simple entries, at the top you'll place a record of behaviors that violate guidelines, just below your child's name and precise age, then follow this order, 1. Day and time, 2. Situation, where you are, who and what you do, 3. Conduct obstacle, what your child says or does, 4. Answers from parents and/or other people present. Let's set the example that you parents are with your daughter in the dining room, who is painting and you say to her 'Paula stop that and do your homework'. The girl without raising her eyes answers you with a 'may you leave me alone' and shortly adds 'ten more minutes', meanwhile you had answered her first impertinence with a 'it's all right, Paula. Go do your homework', successively a 'Paula please leave now!' and to top it off you have concluded with a 'But only 10 minutes!'. This situation and others like it are very common in the upbringing of so many children and not far from everyday life, but this simple example shows how they have done the opposite of what they should. In the end this girl has got away with it! and they have acted incorrectly, because they have taught her that, answering badly, not paying attention to them and imposing conditions on her, her parents end up giving in. The next time you will do something similar, as it has worked well for you to use.

- **Bear in mind, your child is a born observer**

Always keep in mind that children learn to do, feel, and think what they see and hear more than what they are instructed to do. If you educate the child to respect certain rules, you must set an example. You are the identification models that the child will be looking at. You cannot punish him for shouting or being violent if you yourself frequently lose control and use bad words, insults, aggressive or desperate gestures when you get angry. It is also inappropriate for you to teach him verbally or even force him to fulfill his commitments and tasks and you do not, or something that is almost a familiar refrain to tell him that he should not lie and then make peculiar compromises for nonsense like 'this we do not tell your mother or father', to not be very exceptional things like preparing a pleasant surprise for the other parent and also explaining to the child why.

- **No ambiguity or confusion in constraint**

When you use punishment, restriction, make sure that the negative consequence following bad behavior is not in any way a reward for the child. For example, if you send the child to his room, when in this one he has the computer, his toys, books... surely it will not be a punishment for him and with high probability it will be almost a prize to do what he wants. Perhaps by the alleged punishment, he manages to leave a job unfinished for school, because you have sent him punished to his room for fighting with his brother when they were doing school assignments under your supervision. And he may even have brought on the situation because he knows you, to get away with it.

- **Recognize and value your good behavior**

Many times we tend to respond only to bad behavior and this makes the child sometimes perceive that the only way to receive attention from their parents is by behaving badly. Example: Manuel and Erick are playing quietly in their room and no one tells them how well they are behaving by sharing toys and playing together without fighting. But soon after, they start arguing over some nonsense and Dad yells at them and punishes them immediately. Positive behaviors are often overlooked, as we assume that it is the child's 'obligation' to behave that way. You have to catch the child also doing something right, not always the wrong thing.

- **Take attention away from the behavior you don't want and put it into the behavior you care about**

Attend to your child's positive behaviors. This is about reinforcing the opposite behavior you want to eliminate, that is, you should ignore the behaviors you don't like and just pay attention to the ones you like. A practical example if your child gets up constantly while doing homework, you will only reinforce it with kind words when you see him or her sitting and working. If at mealtime you are 'dizzy' the content on your plate, you will only pay attention when you pick up the fork correctly and praise the way you are eating. If you have more children or there are other children present, you can turn your attention to the children who are behaving properly so that you want to imitate them,

attention without comparison. For example, if your child is continually getting up from the table while others are sitting and eating, it is most appropriate to praise the behavior of children who are sitting correctly, to talk to them, to smile at them, and to ignore the one who is going back and forth.

- **Use concrete praise**

Tell your child exactly what he or she has done right. The more concrete the praise, the better the child will understand what he or she has done well, and the more likely he or she will repeat it. For example, one morning you see that your child has made his/her bed, and when you find him/her in the bathroom combing his/her hair you express him/her 'very well, honey'. Your child won't know if you mean the fact that the bed has been made or the hair is being combed. It's better to say 'You made the bed very well this morning'. Praise behavior and not personality. Instead of 'you are a very good child', concretize the action for example 'how well you have spoken to the mother'. You can't generalize, good or bad.

- **Commend according to your child's preferences and reactions**

Hugs, kisses, and other physical cues along with words of approval are often very effective in younger children. Some older children, however, like to be discreetly praised. You may have certain signs set with your child, such as a wink or a thumb lift, that tell them you have noticed their good behavior. Maybe he likes more nice innuendos than straight praise. For example, 'we celebrate something special today with this splendid table' may be better than saying 'you have put the cutlery and dishes right'. The child can also be praised in front of other people for the child to hear.

- **Become a "scratched record"**

This will consist of repeating as many times as necessary a refusal to a certain request of your child. Imagine that your child insists on chopping some potatoes before dinner, you explain in a reasoned way and once 'you can't eat potatoes before dinner because it will take away your appetite and then you won't want the fish'. From there, in response to their pleas, you will repeat your refusal in a short form 'You will not eat anything before dinner'. No matter how creative and witty their arguments are, you will just repeat 'You won't eat anything before dinner'. If your child is one of those who struggles to take no as an answer will work very well for you, as well as if he or she is one of those who has learned that he or she insistently gets results because others give in at the end because of boredom. It is important that you be firm and steady. You have to do it in a relaxed tone, without getting angry, pretending to pay little attention to your child's request, always with the same words.

- **Rebuke, how and when**

You must do so immediately after the child's inappropriate behavior, in private. If you scold the child in public, it is possible that the attention given to the child by other people, rather than the punishing effect, will have a reward effect, or that it will generate a grudge against the child for 'humiliating' him in public. The fight must be vigorous, firm, but not excessive, there is no need to shout, it must be done calmly, with serenity. It should be brief, it should not enter into discussions with the child, nor attend to unreasonable replies, because you risk entering into an endless discussion, especially if your child wants to always have the last word, and because, in addition, remember that children, usually disconnect the two seconds of starting to 'let go of the sermon'.

Objectives

Helping children to relax and relax, as well as expressing their fears and being able to cope with them.

Advices

Accompany and care for your child, do not underestimate their anxiety and anxiety, establish an open communication with him to know what worries him and makes him nervous.

- **Generate a routine that helps your child have periods where they can relax**

It is common that your child, despite his or her age, is subjected to daily practices loaded with tasks and obligations, so it is necessary that you help him or her to find activities, moments, where to rest and disconnect.

- **Boost your self-esteem**

Remind them of past situations where they achieved achievements or overcome obstacles in such a way that they are a source of motivation when facing new goals. In addition, you can remind him and specify the resources that were useful to him at that time so that he can use them in the face of new situations of fear.

- **Provide an environment of love, security and trust**

It is vital to take on new experiences that your child feels support on your part, as well as to convey sufficient confidence that you have the capabilities to achieve what you want.

- **Help him replace all those negative thoughts, ideas, or beliefs that prevent him from achieving his goals with more positive and adaptive ones**

These thoughts, 'I can't', 'I can't', 'I'm going to do it wrong'...you can verbalize them in everyday situations, and in that very instant you can offer him an alternative thought, 'I'm going to try', 'I can handle this'...to increase the chances that he will face the situations he fears.

- **When fearful or anxious about a situation, show support, encourage, and support**

Once you have done this, you can talk to him and modify his defeatist thoughts into others with options, remind him that he has already managed in other situations to overcome that difficulty and if it is something new that he will face to make him realize that he has also managed to do things that were initially unknown to him.

- **I send you a letter my dear friend**

It looks like something from another time with a nostalgic tone, but it's effective. A good way to work with anxiety is to ask you to write a letter to yourself as if you were your best friend thinking about the things you would say and advise your friend who now perceives you far away and knows you are distressed and nervous. Writing it will give you restraint and calm, and you as a parent can tell by reading it exactly how it feels.

- **Explain what you're feeling, without censoring or minimizing what you're talking about**

Once you hear it you can then explain what's happening to it. As essential as 'you're growing up', 'you feel afraid because you don't know what's going to happen', 'you feel pressured to get good grades', 'you feel compared', 'you feel you need more attention from me', 'you're not clear what's going on with us'...Reflecting what's happening to him as if you were his own mirror, is very helpful. Whatever you perceive you're feeling, give it back, because he or she doesn't know what he or she feels and finding out and putting words into it helps a lot to start managing it. Imagine the anguish of feeling a lot of things inside and not knowing what that is.

- **Get professional help**

Look for the professional or professionals, as well as what intervention can be most effective to help your child with OCD. Work together with these professionals to ensure better results. If your child is an adolescent, or is old enough to understand what is happening to him/her, keep him/her informed and assist in the search and acceptance of treatment.

- **Keep in close contact with the school**

As parents, you have a close relationship with your child's school, with teachers and teachers, being coordinated. It is also more than convenient to be coordinated and in collaboration with any event that your child holds: sports monitors, leisure time, children's associations...

- **Let him see that it's wonderful to live in the present moment**

Children usually know how to live the present, but suddenly, your child begins to escape it, and it is about helping him return to what he already knows how to do since he was born, and that together you can enjoy activities in the present moment. You start by talking about what is happening in the present moment and not what it was or will be, usually we adults are the ones who forget the present, talking about what we did or will do and with it we contaminate our children giving them a passage of disconnect with the present. Do with your child activities where you don't have to be 'on top of him or her' directing, delimiting, scolding... Interact in nature, break the routine. It carries out activities such as skating, biking, going somewhere to swim, hiking, contemplating a starry night in the countryside, any of them dismantles the usual chain of technology-task-demands...

- **Check your food diet and availability with technology**

Without rigidities and extremism, but do note that it is very important to lower the amount of sugar and dyes in the diet of children, as well as radically reduce the time they spend in front of a screen. It's expensive, but these two things are closely related to stress and anxiety and attention deficit in children, and chemically, at the brain level, sugar and dyes and screens are known to have a harmful effect. It sure hasn't been that long since you were a child, or yes, but you'll remember the need for continued physical activity you had. A child is made to be on the move most of the day, it is also through physical exercise that connects the neurons in his brain and learns, thinks that when we facilitate the consumption of more sugar, he is accumulating more energy still, and if he does not 'burn' it because he spends too much time sitting because if we add to the hours of class the ones of a screen, whatever this one is, you already have a 'time bomb', and how can it leave from inside that 'stored fuel' ?, because in many occasions with anguish, despair, anxiety, 'little scenes'. Become aware that it is very important that 50 to 80% of the day your child is on the move and that their diet is balanced, not letting more than four hours without food, since body sugar falls and that also generates imbalance. Remove foods with added dyes and sugar from your cabinets. Forget about 'consoling' your anxiety with treats, sweets, cakes...

- **Help him channel what he feels**

Once you've heard him and explained what's wrong with him, now it's about you helping him channel what he feels. You can do this with a sheet and colors, telling him to draw what he feels. You can also choose to go to a place where you can shout with all your strength frustration, anger or fear, if you have any fear of ghosts or monsters, you can accompany them to where your child is located and together 'face'.. It is about channeling what you feel and face what you feel, so that you can also relax and even cry. If you already have a lot of vocabulary and can express what you feel with your own words... well, better, but sometimes you will need other resources to do it.

- **Systemic desensitization**

It is a technique that seeks to reduce anxiety and the prevention of situations and stimuli through the performance of behaviors that prevent the anxiety appears. Greater control over anxiety may develop over time. A good example is the emotional imagination, in which you can suggest your child to use positive images that avoid anxiety as much as possible. You can practice first to help your child. Let's put the case that your child is anxious about the fear of 'failing academically', in addition to the previous conversation with your child that for you parents the important thing is their

commitment and involvement and not the results, you also go to work following a scale of situations from lowest to highest that represent that fear, for example, the lower pressure would be a phrase like 'you go to school', the second 'the teacher tells you that there will be a language test on Friday', the third 'you are studying for the exam', fourth 'you are taking the exam', fifth 'you get the test results'. Once you have the phrases made together with your child's participation, you relax him/her (relaxation technique) and take him/her mentally to each of those phrases and that the child imagine him/her and you enter expressions like he/she is calm, that he/she is doing well, that he/she is putting his/her effort and work and that he/she achieves good results. This technique can be used in a variety of situations.

- **Don't ask directed questions**

Encourage your child to talk about his/her feelings, but don't try to ask him/her directed questions like, 'Are you anxious about the final exam? Are you worried about physical education time?' To avoid fueling the anxiety cycle, just ask open-ended questions, 'How do you feel when it comes to PE?'

- **Relaxation by guided imagination**

Your child, after a few deep breaths and in a comfortable position, will close his or her eyes and create (imagine) a place in his or her mind where he or she feels very relaxed. The place will be the one he decides, it can be a house on the tree, a place on the mountain, the beach, or a place invented by him. When you feel nervous you just have to close your eyes and travel to your 'special place', accompanied by the slow breathing to be able to get there sooner. It really works. Check it.

- **Modeling**

With this technique your child must perform a behavior or interact with a specific situation, with the aim of observing and learning a concrete way of acting, in such a way that is able to imitate it. The purpose of this technique is to make your child modify his/her behaviors and thoughts, providing him/her with tools to face certain situations. The model can be yourself or perhaps a representative character for your child of a story, a movie, a video game... that he can feel as significant to be able to 'imitate' in his behavior to face the situation that generates fear and anxiety. Let's say that your child is afraid and anxious not to play well enough with his or her football team and that the teammates reject him or her for it. Perhaps you have an older brother, a friend or yourself who can tell you that in his first times he also felt that fear, that insecurity, who is the model chosen to play with him showing the most convenient movements, that your child pay attention, try to retain the procedure, internalize and put into practice and especially transmit to your child that 'no one is born taught in anything' and it requires dedication, commitment and time.



SELF-ESTEEM

Objectives

To promote security in the capacities and possibilities of the child, including the ability to defend himself with certainty and respect, his emotional stability, as well as empathy.

Advices

Love him unconditionally for being as he is and let him know, never ignore his emotional appearance, attention to his mood changes, good self-esteem is the best shield so that your child does not let himself be manipulated.

- **Highlight the positive and improve the negative of your child**

No extreme is good, and this is an almost universal law. All children, including your child, have flaws and virtues. Personality traits or behaviors that you like more or less. When the good is revealed, do not miss the opportunity to clearly express your pride. 'I congratulate you son/daughter for the good task you have done', can be a good example of recognition. On the contrary, if you have made a mistake in a task, then you have to tell him the mistake. But you have to say it in a positive way. Immediately giving you a second chance, or a third if necessary, is very important. When you get the result right, let him see that he was able to overcome the difficulty. Self-esteem is knowing oneself with virtues and flaws, and having confidence in one's ability to overcome difficulties.

- **My self-esteem diary**

Having your child have a small self-esteem diary is a very valuable exercise that will help him/her focus on the positive things of his/her day to day, improving his/her mood and promoting a better self-concept of himself/herself. He needs a little notebook. It's best if your child can customize it or even create it himself. Every day, before bed, you will encourage him to write in the journal by completing phrases such as, 'the most fun/interesting thing today has been...;', 'today I feel proud of/for...;', 'today I helped... doing...!'

- **My own flower**

Gather several children and encourage them to do this activity that will boost the participants' self-esteem while improving their self-concept. They will also learn to recognize the good qualities in themselves and in others. You will foster kindness, bonding and connection between children. You'll hand out a blank cardboard or sheet of paper to each child and encourage them to draw a daisy-like flower, with several petals on it (there will be as many petals as children play). In the center of the flower each one must write his name. If you have it, you can paste a picture or draw a picture. Each of you should write on a petal of your own flower some quality or positive ability that you think you have, something that you like about yourself, something that you are good at, or something that you are proud of. Compliments to physical appearance will be avoided in the game. Then you pass the sheet to the child sitting on the right and now it is he who must write something positive about the person to whom the flower belongs. The leaf will continue to be passed until all the petals are filled.

- **My personal chest**

Propose to your child that he/she create his/her chest. This is a beautiful resource because it is something physical that your child can turn to whenever he/she needs to feel better about himself/herself. Inside the chest you will put a series of objects and notes that remind you how wonderful and unique it is. For example, a mirror where you can look at yourself and remember that he is singular and valuable and that the greatest wealth is inside him, phrases with his strengths. Drawings of his skills, photos of his loved ones or of important moments or of his greatest

achievements, perhaps some award or recognition that he has obtained, kisses printed, maybe something very appreciated by him from when he was very little... Anything you can think of.

- **Promote a growth mindset**

Help your child reframe negative thoughts and statements. If your child acquires a growth mindset, he or she will believe that his or her skills can improve over time, as opposed to being left with a fixed mindset, with which he or she will establish that his or her skills are defined and that he or she cannot change, no matter how hard he or she tries.

- **Teach her that mistakes are learning experiences**

Part of having a growth mindset is recognizing that mistakes are opportunities to learn. Knowing your child is right to make mistakes and that there is a solution to mistakes can help them develop self-esteem. When he makes a mistake, help him think 'next time you can'. For example, you might say, 'Yes, you dropped the juice. The next time you pour yourself juice, you can hold your glass over the sink.'

- **The power of motivation**

Teach your child the power of resilience and staying motivated. Over time, your child can learn to improve the way he or she perceives and values himself or herself.

- **I think and speak differently**

Invite and teach him to try to say something different as it is closely linked to thinking and the impact on self-esteem. Let's start with the 'I can't improve for one I can improve with the right strategies'. You can make a game of making phrases like the ones indicated here, cut them and ask your child to place them in two columns, one of 'this hurts me', two 'this helps me'. The phrases are: 'I can't do this', 'I can learn from this mistake', 'I give up, it's very difficult', 'what can I learn from my friend?', 'I tried and it didn't work, I need help to understand it', 'I will need time to understand this', 'I'm not good at this', 'it's not going to work anyway', 'I'm never going to improve', 'I'm going to try another way'. You know your child and you may be able to elaborate more phrases that characterize him or her so that he or she can realize and change his or her attitude and thought.

- **Reflection to go from fixed to flexible mindset**

Questions with which you can establish a communication with your child and which will help him/her to evolve and believe in himself/herself. How did you do today and if something happened to you that you can think and reflect? How would you make an attempt to overcome yourself? What can you learn from this experience or mistake? What would you do differently next time to make things work better? What else would you like to learn? What strategy can you try? Who can you ask for an honest and honest opinion? Did you work as hard as you could? If it was too easy for you, how can you make it more exciting? Did you put a purpose, a high goal, or do you settle down did you go with 'so it's ok'? did you ask for help when you needed it? what can you do to not be distracted? did you check your work for mistakes or flaws? are you proud, happy with the end result? So why not or why not, what's the next challenge?

- **Why if I can do this**

Help your child think about how he or she can go from 'I can't' to 'I can try'. 'Why can I do this', 'why do I think that, which is what I'm afraid of, why should I try that which I think I can't do', 'how am I going to keep those challenges out of my way'. Encourage your child, first with your help to maintain and consider these dialogs with himself, as well as to obtain an answer.

- **Let your child help, cooperate and offer**

Self-esteem grows when your child sees that what he or she does is important to others. Your child can cooperate at home, do a school service project, or do a sibling a favor. Acts of kindness and help may encourage self-esteem and other positive feelings.

- **When you teach your child how to do things, show them and help them at first**

Then let him do what he can, even if he makes mistakes. Make sure your child has a chance to learn, try, and be proud. Don't make the new challenges too easy or too difficult.

- **Game of the Stars**

Gather more children in your home, whether it's family or friends. You give each child a star to color with their favorite color. Each of you will write your name and the three things you like to do. Once they're all done, the stars are exchanged with the child next to them. Each child will read aloud what the other child likes to do, but without saying the name. You ask who that star belongs to. This game requires your child and each child to reflect on what they enjoy doing the most. Reading aloud the tastes of another friend helps to integrate their preferences with those of others. Your question, as to who that star belongs to, will reinforce the feeling of identity of your child, as well as the other children, 'that star is mine', it's like saying, that's me.

PAY ATTENTION AND OBSERVE



ATTENTION AND CONCENTRATION

Objectives

Improve alertness that facilitates reception and reaction to stimuli. Promote cognitive flexibility, the ability to alternate between one or another response and freely change the situation. Exercise and increase mental fluidity for an activity. Increase the ability to fix thinking without distraction.

Advices

Increase interference control capability and instruction tracking resolution. Managing to pay attention to a single stimulus among several distractors. Maintain the execution time of an activity, for a certain time. Develop strategies for attention and focus. Stimulate visual, auditory and psychomotor acuity.

- **Boosts observation capacity**

Attention cannot develop if the body cannot stop. It is important that you develop the habit of observing what is around your child. That you stop to look at the small details of everyday things in your day to day. This will allow you to enhance your attention and allow your brain to develop the habit of seeing and looking.

- **Controls excess stimuli, especially screens**

Children and young people are constantly exposed to numerous screens and generate countless fast and visually rich stimuli. But this quickness and change of stimulus causes a constant activity of the brain. This prevents you from being able to relax your mind and be calm. They should be used carefully, because it is very important to focus the brain. It must be combined with other activities and avoided, especially before going to bed or before the study, so that they can concentrate better.

- **Refocus on the task, agree a key with your child**

It is common for a child to be somewhat easily distracted. That's why he also needs strategies to get back on track when he's gone astray. Establish a signal with your child that he or she is starting to get distracted. Maybe a gesture like putting your hand on his or her shoulder or saying a particular word to him or her. If your child tends to be forgetful, you could tell the teacher that you are using this strategy at home with your child.

- **From a young age, practicing mindfulness**

Mindfulness is about paying attention and concentrating. Studies have shown that it can improve children's behavior and ability to concentrate by doing homework or listening to the lessons taught by the teacher. One way to practice it is to sit quietly and focus on breathing, on the act of inhaling and exhaling. Even taking several deep breaths before a class or exam can help.

- **Fix drawers**

The task your child will have is to group and classify the objects inside the drawers according to their common characteristics, such as pens, pencils, cards, rubbers... it can also be by colors. If you

also make another drawer you will not only serve as a model but also be more fun. This helps your child pay attention to each of the characteristics of groups of objects and develop their concentration, dexterity and mental health.

- **The Guillour method to increase concentration**

Created by Lourdes Gutiérrez Vázquez. It is a series of structured exercises through lines and strokes that your child should copy or review by looking at the image in a mirror. That is, symmetry and spatial intelligence work. But it also forces you to concentrate and pay attention to the small details of the figure. Your child should reproduce the figure or series of figures he or she sees in the mirror, look for hidden figures or trace the path of a maze. With this activity you help the child to stimulate the cerebral hemispheres, as he is forced to use the lateralities. It creates a greater neural connection. Improves eye-hand coordination. Increase concentration cycles, as your child must first observe and then write on paper. You ask the child to design the drawing that he sees in the mirror and then go through the lines with his finger as slowly as possible. When the child walks the lines with the finger, focus better on what the child is doing. You can ask to copy a drawing in the same direction you see and in others to copy it in the reverse. Also, look for the exit in a labyrinth but still look at the mirror. Exercise then becomes more complicated, as the brain is usually misled by the eyes, and the brain must concentrate to look for the solution without being 'fooled' by the rest of the senses.

- **Words that speak with mime**

Your child has probably already noticed that some letters stick out above or below the line to write. Now you will play to try to represent the letters with body positions. The guidelines will be to jump for long letters, stay still in the same place for medium-sized letters, and duck for letters that fall below the line of writing. For example, in 'handsome' you have to duck for the g, stay still in the same place for the u and the a, duck for the p, and stay in the place for the o. To start playing, type a list of words. Then you will take turns selecting a word and representing it so that the other will guess it.

- **Invent a language**

The idea with this exercise is that we invent a symbol for each letter of the alphabet. With this key you can write all the messages you want and your child will have to decipher them. This encrypted language can be combined with other games such as tracks, a gymnasium or even an 'Escape Room'.

- **Let's cancel, more and more**

You can use the sheet of a newspaper, a magazine, something printed taken from the Internet... it will consist in telling your child to make a line with a marker, for example, over all the 'b' found in the first paragraph, after you have controlled that it has gone well, you will indicate more extension, more letters and making him notice how he is outperforming himself. This type of activity to improve sustained care would be good if you practiced it daily.

- **Narration with Motions**

Read together stories, especially starting your child with brief paragraphs and the game will consist of for example you agree that when the letter 'd' is heard skipping, the 'p' is applauded, the 'c' raises its arm... this type of game besides fun serves to work sustained attention and motor skills.

- **Who remembers more?**

Make lists with four related words to play each day of different topics and as you master the concepts and exercise your child will move to five words. For example, first strip with four trees (pine, fir, elm, oak) you tell them slowly and within a few seconds you make it repeat to your child

and it has to be in the same order. Then another strip on trees (orange, apple, pear, fig) and in the same way as before I said them. Soon you tell him to give you the trees of the first strip. In the case of failure, it is practiced until it succeeds. You're obviously playing the same game with him.

- **Tangram**

An old game, which will help your child to understand figures and space. You can build it together with your child (you can see it in a youtube tutorial) and then use it to play images or to 'design'.

- **Sleep long enough**

If your child does not sleep well or for as long as it takes, they will wake up tired, and that can affect their ability to focus and attention. To avoid this, it is convenient for your child to acquire a good sleep routine.

- **Make Tetris at home with your child and then play**

You can find tutorials that make it easier to complete. In addition to great fun, tetris is useful and very suitable to promote your child's logical thinking. It also stimulates concentration, imagination, and creativity.



WRITING LEARNING (DYSGRAPHIA)

Objectives

Encourage writing and be able to value it as a communication tool, which allows the constancy and permanence of the message in time.

Advices

Familiarize yourself with the use and enriching usefulness of writing. Messages, directions, bookmarks, physical dictionary. Transmit thoughts, events, feelings through writing. May the written record be in its existence.

- **Accompany him in the process**

Sit down with your child and guide them through the writing process. Motivation is of great importance. For example, choose a brief reading and ask your child to read it and tell you if he or she understood it, go ahead and invite him or her to write it in a different way to make it clearer. This will allow your child to learn how to write correctly. It must be constant with this process, as writing requires daily practice.

- **Exercises to improve writing**

In the variety of activities is the success of learning. Kids are easily distracted, and you have to be creative in teaching them. From dictation, through the use of the dictionary, spelling games, audiobooks, board games that require writing... For example, your child writes instructions to take care of the pet, write a letter to a family member or a friend, make the shopping list to go to the market, motivate them to write a personal journal. In this way you will practice writing daily without it being a tedious subject.

- **Basic Rules**

To ensure that your child writes better, you should start by teaching them how to pick up the pen correctly. Suit a space so you can write quietly. Reach an agreement, how much time you will spend on writing, how many pages you will make, how many stories you will write a week. Prevent you from doing it in bed, in the armchair, with your mobile phone or TV nearby, as this reduces attention and retention of information.

- **Invent a story in which you purposely misspell words and grammatical expressions in the wrong order**

You read your child and the game is for the child to realize that words or sentences are not right and to try to write them correctly.

- **Ask your child what he's writing about**

Start each task session by asking your child to explain the activity he or she has been asked to perform. Ask questions to help your child clarify the details of the task. Your answers will indicate how much support you will need, whether you will be able to work independently, or whether you will need help getting started.

- **Make sure your child sees you writing at home**

Write messages to your child and leave them on the fridge. Write emails, letters or postcards for friends and family. Place a daily or weekly calendar, make a shopping list, or write in a journal.

- **Encourage your child to write about anything**

Encourage your child to write short stories, letters, emails, or keep a diary. As often as possible, motivate your child to write about a topic of his or her choice. If you have a favorite character from a book or movie, suggest that you can create your own stories using your favorite characters as protagonists.

- **Encourage your child to learn how to use the computer keyboard**

Computers boost writing and provide instant feedback on spelling and grammar.

- **Divide writing projects into smaller pieces**

For children who feel overwhelmed by long writing tasks, it may be useful to break the task into shorter pieces. For long-term writing projects, help your child organize what he or she will write over a period of several weeks. When writing tasks are divided into smaller parts, you can make comments and suggestions during the process.

- **Brainstorming together!**

Brainstorming sessions are a useful way to start the writing process. Encourage your child to talk about the main idea he or she wants to convey and the arguments he or she can make to support the idea. You can also help your child talk about plot elements for a story

- **Correct, correct, correct!**

He emphasizes that good writing always involves multiple drafts. The primary purpose of the first draft is to write ideas or information about the topic. The second draft should have organized content, an introduction and a conclusion. For the third draft it is time to make final readings aloud and correct grammar, check punctuation and correct spelling.

- **Read the draft out loud**

When your child thinks that what he or she wrote is ready, encourage him or her to read it out loud. He is likely to notice additional details that need to be corrected by himself.



SCHOOL ADJUSTMENT

Objectives

Facilitate from the participation of the family a good adaptation to the school environment of the minor.

Advices

Incorporation into the school environment, becoming familiar with the school environment, knowing the activities and learning that your child does in school, maintaining communication and exchange of information with the teacher.

- **Remove the association “go to school, do your homework and you will get a prize”**

It may be that you are tired, that you are overworked, that there are other problems in your life at that time, that...but you do not teach your child to want the easy rewards for doing something that is a good in itself and for the benefit of his person and even less with 'do a while of homework and study and then you can play with the mobile, tablet, computer...' I am not telling you that your child does not have access to technology, but neither with that frequency nor with that connection. Control from the ground up that 'screens don't become the rewarding babysitter'.

- **Which is the organization's priority**

Planning suppresses stress and improves mood. Your attitude towards your child's school is a key factor that he or she will perceive as positive or negative. If your child perceives that you are stressing about everything that has to do with their school, you will convey this same feeling to them. The confidence you build is important, so you need to get organized before starting classes. Remember you're his main supporter. Show her how to care for her school supplies and materials to keep them identified and ready. Coordinates daily transportation if required. In the evenings support him to order what he will bring to school and keep a good attitude in the mornings, as if you are excited to go to class and yearn to go with him and why not without the 'how'. If the outings are quiet, your child will arrive relaxed in the class.

- **Information is power and security**

More information you offer your child about their school, the importance of learning...less uncertainty, fear, as well as neglect. Explain the benefits you will have, talk to them about possible extra activities being done, ask them about their particular interests and expectations. Remind him that he can trust you, and invite him to ask about any concerns he has. Obviously you have previously informed about the center. Avoid minimizing any concerns your child has or taking your child's fears as a joke.

- **Offer to be his loyal company**

Even if he has school transportation, it's convenient to pick him up from school or accompany him from time to time. Don't push him by telling him to go alone after a while with him, even if the center is near. All children develop this ability at a different pace, you must know how to identify when is the best time.

- **You are not alone, there are your child's teachers, communication is the key**

If possible, exchange emails or phone numbers with your teachers and chat with them when needed. They will be your best allies. Help them understand your child by explaining his or her

concerns and personality. They in turn will provide you with information about their behavior in classes, their participation and friendships, and will help you find the best strategy to support them. In addition, if their teachers know your doubts, they will be able to give you advice and will also be aware of their social development. Currently it is also valuable to participate in WhatsApp groups with other parents, to keep you informed of any situation.

- **Motivate him to make friends and generate opportunities**

If your child is outgoing, you may not have to ask them to make friends. But if it's rather reserved, it can be self-conscious. Encourage them to sign up for activities, such as sports or music. Give her tips on how to socialize. If he's changed class or has very few acquaintances, you may even feel restless. Talk to him, make him think that he has already been in situations of change, of meeting new children, new teachers and that he has managed to do very well and that he can do it again.

- **If you have trouble playing with others, get to work**

Your own child may have regretted this or been observed by their teacher. Keep in touch with your teachers so they are aware and can collaborate. On your part, it improves your child's self-confidence. You're supposed to know your child's strengths and you can reinforce them. Encourage your child to realize that he or she is good at some things and encourage him or her to share his or her skills with other children. Little by little, he will feel more confident about performing in public and with others.

- **Teach her to share and respect**

If the reason he doesn't play or does it recently, with other children is because he always wants to get away with it, you should teach him that others should also be heard and taken into account regarding their opinions and tastes. And that it is possible and satisfying that every time you play different things following in turn the likes of everyone.

- **Help him overcome his shyness**

Never quarrel with him because he's shy, you can only get the opposite effect. But don't leave him with resignation saying 'it's like that', help him. Invite children, acquaintances or friends to your home and, increasingly, a few more to create larger groups and get used to social environments. Congratulate your child in private when you notice a breakthrough and express how proud you are of him/her. Don't force him to do things he doesn't want to do, but show him that he is capable of doing many things when he sets his mind to it. Her improvement, security and greater self-esteem in personal and social spheres will help her to move to school.

- **Give him more freedom**

Your child will not progress if you are constantly mentioning 'their fears'. She will probably be afraid to do things that children her age do without particular difficulties. Don't overprotect him, let him stumble and fall so he learns from his mistakes. Don't send him to be silent at every moment, because you will only make him not learn to express his feelings. If he tells you about any problems at school, let him let him know, but invite him to tell you naturally, keep calm, don't want to 'save' him immediately, or push him.

- **My son tells me he doesn't want to go to school**

You'll have to consider several aspects and perhaps the first is why you don't want to do it. It detects since when he has hinted that he doesn't want to go to school. Once you have defined the time slot you can question what happened or happens in the family, relate it to the situation your child was living at that time. Maybe it is that when they have started not wanting to go to school, they have also started to have problems at home, the birth of a second child, change of house, family

disagreements.... The thing is, you realize what's going on. Could it be that I have a medical problem? Very important to know. To do this, it is necessary to be attentive to the series of signs and symptoms that your child presents and take it to the consultation with your pediatrician. Maybe the downside is the school itself? You need to be fully informed about your child's situation at school, find out how is the relationship with his/her classmates and teachers, if he/she is happy and feels good in that environment. You know if other kids inside that school have this attitude. Keep in touch with other parents and talk to them about the situation so you can see if what happens to your child happens to others as well. Explore if your child has any fears about exams, subjects or disagreements with a particular child.

- **Look at your child's behavior if they show a disinterest in school**

Pay attention to the signals your child may be giving you. You may not be able to express what happens to him through words, but this can be clearly reflected through his games, drawings, as well as his actions, since he may be behaving differently than he normally did. Look at their behavior in different situations, including outside of school, and you can tell if it's a more school-related or school-related problem.

- **Daily rules and routines**

It is important that your child has a set schedule to which he or she must adapt as a habit. This means that you will have time to get up, to shower, to do your homework, to play, to attend school, to sleep... Occasionally you may have variants, exceptions, but what will grant you security and reference is the knowledge and assume daily rules. Within this recommendation is also found that your child assumes dynamics of effort and work, such as habits of study and that internalize that can occur within our daily tasks challenges and moments that present difficulties and are not 'fun' but that realizing them and facing them gives us satisfaction and improvement.

- **Rights and duties**

Although your child is still young and often follows 'the philosophy' that he or she enjoys will already have time of obligations, it is relevant that he or she already understands the importance of the right to education but that he or she also has some duties towards himself or herself and his or her education. Don't confuse that you can support him and explain by doing his homework and exercises, you're mistaken. Nowadays you have it easy with the Internet to do a joint search with your child of what education was just a few decades ago in Spain, what it meant to be illiterate, or if you prefer to explore what the educational reality is today of so many children in some parts of the planet.

There are external materials that can encourage and improve your child's oppositional and challenging behavior. We cannot provide third-party links for several reasons:

1. Permission is required in some cases.
2. The links may vary or change the destination and go to pages that we do not control and that are harmful to children. But what we can do is help give some recommendations for you to do the searches yourself to help your child.

KEYWORDS

It is advisable to add these keywords in the search engine, since you can find resources such as exercises to practice, videos, books, games or tokens.

- Video - Games - Stories
- Tabs - Exercises - 9 years

TIPS FOR SAFER INTERNET SEARCHES

1. Avoiding putting "free" or "no cost" in searches is not necessary to reach resources without cost, since adding "free" will lead you to many pages that all they want is to navigate them, but at a high cost, they will put different types of viruses or spies.

2. Never answer a "YES" question, if you are not sure, or if it is a mandatory requirement to continue browsing on said website. These are bad practices that do not invite you to trust the website.

3. Leave pages where ads are continually running all over the place so that some of them can take your child to unwanted pages.

4. Searching for videos on YouTube is a good idea with the same search words.

5. THE SAFEST THING IS to look in serious companies, in public institutions or in NGOs such as: Microsoft, Google, Telefónica, UNICEF, EduCaixa, INTEF...

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