

ABSTRACT

In my work I focused on the preventive group program Estimulación temprana, which is intended for children from 0 to 3 years old and their parents. An interventional study based on 6 case studies is used to analyze this program. Research has shown that the program works for children through interventions focused on gross and fine motor skills, cognitive, speech and social development. It presents children with developmental challenges in the form of group activities, taking into account their developmental level. The purpose of the intervention is to ensure that children confront the challenges of all the areas they would normally not have to encounter in their normal home environment. The research shows that the observed individuals did not deteriorate, on the contrary, there was a shift in the Brunet-Lezin scale. Activities take into account the developmental level of groups in which children are disaggregated by age, but the individual level of specific individuals reflects only to a small extent. The study also shows that Estimulación temprana leads parents to better orientation in education, targeted child care and out-of-school lessons and also helps them with effective ways of stimulating. From the subjective point of view of parents, the contribution of Estimulación Temprana lies above all in the possibility of sharing experiences, deregistering, establishing friendly relationships, and changing educational leadership. The results of this work provide a qualitative analysis in our not known program Estimulación temprana, whose specificity lies in the orientation to the whole of child development, thus being distinguished among many other intervention programs.

KEY WORDS:

early age, child development, stimulation, education, group program