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# **Intervención psicoeducativa para promover el uso responsable de pantallas y la lectura de libros en cuidadores primarios.**

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# INTERVENCIÓN PSICOEDUCATIVA PARA PROMOVER EL USO RESPONSABLE DE PANTALLAS Y LA LECTURA DE LIBROS EN CUIDADORES PRIMARIOS

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## RESUMEN

El objetivo del siguiente pre-experimento fue comparar el uso de pantallas y libros, y los niveles de lenguaje y regulación de 15 díadas cuidador-infante de 1 a 3 años ( $M= 24.32$  meses,  $DS= 5.12$ ) antes y después de la aplicación de una intervención sistemática psicoeducativa de uso responsable de pantallas y lectura compartida. El uso de pantallas se evaluó mediante cuestionarios ad-hoc, y las habilidades cognitivas a través de reportes parentales. La intervención consistió en tres encuentros presenciales y mensajes de WhatsApp dirigidos a las familias, realizando psicoeducación sobre el efecto de las pantallas y libros, modelado de comportamientos durante sesiones de juego libre con infantes, y autopercepción de barreras y facilitadores de conducta. Luego de la intervención, los niveles de uso pantallas generales se redujeron, con un tamaño del efecto medio ( $r$  de Rosenthal  $> .20$ ), y el uso de libros y ambas habilidades cognitivas aumentaron, con un tamaño del efecto bajo ( $r$  de Rosenthal  $= .11$ ). No se encontraron diferencias en las habilidades cognitivas. Se concluye que este tipo de intervenciones podrían promover interacciones responsables en el uso de libros y pantallas, y por ende el desarrollo cognitivo temprano.

## Palabras clave

Lenguaje - Regulación - Pantallas - Intervención

## ABSTRACT

PSYCHOEDUCATIONAL INTERVENTION TO PROMOTE RESPONSIBLE SCREEN USE AND BOOK READING IN PRIMARY CAREGIVERS

The objective of the following pre-experiment was to compare the use of screens and books, and the levels of language and regulation of 15 caregiver-infant dyads from 1 to 3 years old ( $M= 24.32$  months,  $SD= 5.12$ ) before and after the application of a systematic psychoeducational intervention of responsible use of screens and shared reading. Screen use was assessed through ad-hoc questionnaires, and cognitive skills through parental reports. The intervention consisted of three face-to-face meetings and WhatsApp messages aimed at families, conducting psychoeducation on the effect of screens and books, behavioral modeling during free play sessions with infants, and self-perception of behavioral barriers and facilitators. After the intervention, levels of general

screen use decreased, with a medium effect size (Rosenthal's  $r > .20$ ), and book use and both cognitive skills increased, with a low effect size (Rosenthal's  $r = .11$ ). No differences were found in cognitive abilities. It is concluded that this type of interventions could promote responsible interactions in the use of books and screens, and therefore early cognitive development.

## Keywords

Language - Regulation - Screens - Intervention

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