

Illustrated Tale about the Symptoms of Childhood Depression

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Illustrated children's stories play a crucial role in child development by connecting them with narratives and emphasizing the importance of subject information, structure, styles, and the target audience. The objective of this work is to create an illustrated story to inform 6 to 7-year-old children about the symptoms of childhood depression using the inductive-deductive method. To achieve this, bibliographic research, and interviews with professionals in child psychology, educational pedagogy, and parents of children diagnosed with depression were conducted. Through this process, symptoms were identified and classified in children aged 6 and 7 based on similarity and recurrence. Script development was supported by specific questionnaires, adopting a preventive approach and basic language for child comprehension. Additionally, observation sheets analyzed social-emotional stories for 6 to 7-year-olds, guiding the selection of a suitable graphic style. The story's basic structure adapts to current trends in the illustrated story format, adjusting graphic elements according to the required tone of each scene.

Keywords: graphic design, symptoms of childhood depression, childhood depression, literary script, graphic style, analysis, manual illustration, digital illustration, illustrated infantil story.

1. Introduction

Issues related to mental health are controversial at present, even more so if it deals with mental health issues in children such as childhood depression, which is one of the most common mental health diseases in children today, however, it is one of the taboo topics among adults and even more so in children, Although it has a degree of visibility, it is ignored and detected when the symptoms are severe, risky actions such as suicide occur.

Taking into account that the creation of children's stories is used for the socialization of difficult topics in children and that they are very important today for the integral development of children, such as illustrated stories about death or how to cope with it.

The present work aims to create an ILLUSTRATED STORY ABOUT THE SYMPTOMS OF CHILDHOOD DEPRESSION, since it has been shown that illustrated children's stories help

the integral development of children and cause a visual impact on them, which thanks to the illustrations in the stories resemble these stories to their reality and often help them to develop in their environment and generate knowledge being One of the most important fields of communication between children and education in a didactic way.

1.1 Problem statement

At present, childhood depression in children from 6 to 7 years old has become a taboo subject among adults, taking into account that for the average adult childhood depression is only a myth, it is not known about the subject and due attention is not paid, it is even confused with sadness, The problem is that there is no knowledge about the symptoms that childhood depression develops in children and therefore does not seek help or the opinion of an expert in the field that can provide us with some kind of solution.

On the other hand, children, in addition to not knowing about what childhood depression is, do not know why their mood or that of another child is different, they can feel, but they cannot identify as such what happens. Children at an early age are not able to clearly perceive what depression is, what it entails and how they have managed to develop it, that is, understand that it is a disease, but they can be informed about what it is and what its symptoms are, without delving into advanced or complex terms for understanding.

It is a reality that children develop childhood depression, in most cases they manifest themselves for the following causes:

- Dysfunctional families
- Self-esteem problems generated by bullying
- Adult abuse
- The loss or absence of a close one
- Loss of a pet or valuable belonging.
- Negative Outcomes Within Divorce
- Number of siblings and the position between them.

Because of this, the child begins to reflect certain negative aspects that are visible in order to realize that the child is actually going through some situation, such as:

- School failure
- Disturbances of thought
- Appearance of phobias
- Mental imbalance
- Suicide (closely linked to mental imbalance)
- Immaturity traits
- Eating Disorder

- Hyperactivity
- Self-harm

In the process of childhood depression, the symptoms lie immersed within the causes and consequences, it is the midpoint between the onset and development of the disease, according to the clinical practice guide of childhood and adolescent depression (2009)

"..... It presents more likely to find them irritable than sad or without energy. In children they are more likely to come to consult for physical discomfort (somatization / alteration of appetite) or decreased school performance, in addition to this behaviors such as loss of interest in their games and friends usually appear. References to facial expression and postures are frequent: they usually make "bad faces" "ojerosos" or with "sad eyes" (p.21)

Taking into account that the reproduction of illustrated stories has helped to make visible several topics in both adults and children, achieving an indirect connection with the buyer who is the adult and the consumer who is the child for this problem presented, is it possible to generate an illustrated children's story that informs children about the symptoms of childhood depression?

1.3 Justification

The development of a children's story that combines narrative with illustration based on a specific theme such as childhood depression, will demonstrate the importance of illustration in graphic design as a bridge between the designer and society to socialize topics that are difficult to understand, topics little addressed but that it is important to know about them. While it is true that illustration is a branch of Graphic Design that focuses on generating some impact on the person who is looking at them, it will serve as a didactic support for the integral development of children specifically in the age of 6 to 7 years, in turn, this project demonstrates that illustration is one of the disciplines of graphic design that serves as a bridge between a subject, problem or circumstance that you want to make known to users, affirming that illustration is a source of work and satisfies a need, which in this case is to publicize or inform issues that are difficult for a child to understand.

In addition, the development of illustrations in children's literature is helpful in the integral development of children, helps develop reading comprehension and also promotes reading and recognition of images, learning through literary, illustrated and interactive stories has positive responses that generate great changes or alerts in their environment or in turn helps children understand and socialize about a topic. For this reason, the illustrated children's story seeks to make children aware and informed, so that they can identify the symptoms through which the or an infant in their environment may be going through, they can also identify through the story behaviors that are somehow not common in a child, in addition, indirectly alert parents to become aware of the symptoms that their child could be going through because he is the one who interacts directly with the story by being the buyer, who will be responsible for reviewing, informing and approving the content that is embodied within it, thus generating a link between the parent and the child, Understanding the symptoms and looking for the causes why you feel in a different way. By merging literary resources such as children's literature and graphic design resources such as artistic drawing, representational techniques, traditional illustration, digital illustration, scripts, print media and graphic technologies, it is intended to

create an illustrated children's story that serves as an informative guide about the symptoms of childhood depression that a child may be going through.

2. Objective

2.1 General objective

Create an illustrated story through manual and digital illustration techniques, to provide information to children ages 6 to 7 about the symptoms of childhood depression.

2.2 Specific objectives

- Identify the symptoms of childhood depression through a bibliographic study, which serves as a basis for the development of the story.
- Gather testimonies about cases of childhood depression through interviews with parents and professionals in the area to establish the script of the story.
- Perform an analysis on the narrative and visual resources of different children's stories to define the graph of the story.
- Develop the illustrations through manual and digital illustration techniques to implement them in the story.

3. Methodology

3.1 Research approach

The present research has a qualitative approach, knowing that it is the scientific method of observation to collect non-numerical data, in this way to obtain information regarding childhood depression had to start from interviews with professionals in the area and parents who have had a child with depression, Essential information for the creation of the characters and the script of the children's story. On the other hand, through observation techniques, an analysis of similar children's works was carried out to determine the ideal structure for the story. Finally, surveys will be carried out on children in order to validate that an interesting story has been made for the infant and his liking.

3.2 Method of research

3.2.1 Deductive method

Deduction is the process of reasoning that starts from a general framework (which serves as a reference), and goes towards the particular. It is a method used to infer from the general to the specific, from the universal to the particular. Deductive reasoning is what allows inferring facts based on general laws, premises or theories of universal application to reach particular conclusions (Muñoz Razo, 2011 p. 216).

Through the deductive method, the concept of each parameter of the research will be selected and determined, which will be applied in the theoretical development, in the determination of objectives and in turn will be of help to identify the symptoms of childhood depression.

3.2.2 Inductive method

Induction is the process of reasoning that analyzes a part of a whole and goes from the particular to the general, or from the individual to the universal. It is a method of empirical research that starts from the casuistic observation of a phenomenon, fact, event or circumstance to analyze it, which allows formulating conclusions of a general nature that usually become laws, theories and postulates. In this way, its conclusions are of a general nature (Muñoz Razo, 2011 p. 215).

Through the inductive method, the different symptoms of childhood depression in the child will be observed, which will be classified by the level of similarity and the symptoms that are most recurrent in children will be taken to generate the most appropriate script for the children's story.

3.3 Type of research

3.3.1 Documentary research

Documentary research is mainly based on the collection of information published in documents, mainly focuses on analysis and reflection, examines, collects, interprets and concentrates data and information on a specific topic.

This type of research was used to learn about the causes, consequences, and symptoms of childhood depression. In addition to the structure and elements that are part of children's literature and its application within the story.

3.4 Research techniques

3.4.1 Interview

One of the most widely used research techniques in the collection of information in the areas of social sciences and in many other disciplines is the interview, which could be defined as the collection of information directly, face to face, where the interviewer interrogates and obtains information directly from the interviewee, following a series of preconceived questions (included in an interview guide) and adapting according to the circumstances that the answers of the interviewee is introduced (Muñoz Razo, 2011 p. 231).

The interviews will facilitate the collection of information from professionals and parents about childhood depression and its symptoms. In addition, the information from the interviews will be of utmost importance for the creation of a literary script that will be used in the illustrated story, because as designers you do not have the necessary knowledge to communicate about a sensitive subject. Therefore, the interviews were conducted with expert professionals in child and pedagogical psychology, accompanied by parents who are the guardians of the infants.

Interviews were conducted with:

- Pedagogues: For the interviews, there was the participation of a Pedagogue of the Carmen Amelia Hidalgo Educational Unit of the city of Quito and a Pedagogue who participates in a project of "Pedagogues of support to inclusion" of the city of Quito.

The objective of the interview is to determine the behavior of the infant who has depression within the area of development and learning of knowledge, in addition to corroborating that the bibliographic research carried out on the importance of the children's story and its support in the development of knowledge of the child is correct.

- Psychologists: For the interviews, we had the support of the Clinical Psychology mention Child and Adolescent Psychotherapy. From the Psychotherapeutic Center "Transcender" of the city of Riobamba and the Doctor in Educational Psychology and Vocational Guidance of the San Juan Hospital in the city of Riobamba.

The objective of the interview is to obtain information about the most common symptoms in a child with depression and compare them with the symptoms consulted in the bibliographic research carried out. Also, get information about what is the best language that should be given to a child to communicate about a specific topic, which in this case are the symptoms of childhood depression.

- Testimonies of parents: For the interviews, there was the participation of parents, who decided to give us their help, but with the condition that it be anonymous, they commented that it is a sensitive issue for them, so they wanted to omit their data.

The objective of the interview is to gather information through questions that are focused on obtaining testimonies of explicit cases of childhood depression; Parents as educators and direct tutors are those who have the greatest contact and are related to the environment of the infant, so that their experiences will be very helpful to generate the environment of the script for the children's story.

Interviews will be conducted with the following people:

Table 1: People to be interviewed

	Teachers	Psychologists	Parent Testimonials
Number of interviewees	2	2	2

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3.5 Population and sample

To carry out the study of the population, there are 4 types of populations, which are:

Population 1: There is the participation of a focus group of professionals who know perfectly the behavior of the infant in the psychological and learning field, which are: psychologists, pedagogues.

There is also the participation of parents who will be in charge of providing testimonies about what it is to have a child with depression, because they are the ones who are part of their social and sentimental circle directly.

Population 2: There is a group of children's stories that have been chosen to analyze their visual structure, in addition to having a similarity in the concept that is sought to be handled in this work.

Population 3: For the validation of the story there will be the participation of 2 parallels of second of basic with children of 6 and 7 years of the Carmen Amelia Hidalgo Fiscal

Educational Unit of the city of Quito, Cumbayá parish. The school mentioned for validation was chosen at the request of one of the pedagogues interviewed due to the great interest generated by the proposal of the illustrated children's story.

3.5.1 Focus Group population

Understanding how a child can be reached through simple language and with the right tools is of paramount importance, with the interviews that were conducted with: psychologists and pedagogues this task can be achieved. In addition, there is the participation of parents who, being constantly with the child, are able to tell testimonies about what it is to have a child with depression.

Table 2: List of the focus group of the first population

Name of the professional	Occupation	Place or institution	City
Chiluiza Solórzano Ana Patricia	Clinical Psychology mention Child and Adolescent Psychotherapy.	Psychotherapeutic Center "transcend"	Riobamba, Ecuador
Mera Segovia Carlota Monica	Doctor in Educational Psychology and Vocational Guidance of the hospital	Hospital San Juan	Riobamba, Ecuador
Jenny Pila	Educator	Pedagogues supporting inclusion	Quito, Ecuador
Marlene Chuquimarca	Educator	Carmen Amelia Hidalgo Educational Unit	Quito, Ecuador
Parent Testimonials	Anonymous	Anonymous	Anonymous

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3.5.2 Population of analysis of children's stories

Based on the determined target of children from 6 to 7 years old and the theme of the story, stories with this age range approximately and with topics that have to do with sadness or mental health problems and also social issues that help in the knowledge and development of the child were chosen. in order to define the structure, chromatic and graphic style of the story.

Table 3: List of stories for the analysis of the second population

Story	Author	Year of publication	Country	Thematic	Target	Justification of the story
Where monsters live	Maurice Sendak	1963	United States	It explains feelings, emotions, values, dreams, and overcoming fears from a child's perspective.	5 to 7 years	This story was chosen because it teaches children about diversity, freedom, friendship, their emotions and about the responsibility of their actions, in addition to its format and graphic structure common in children's stories.
The rare days	Roger Ycaza and María Fernanda Heredia	2016	Ecuador Mexico	It is about the sadness of this before a move that metaphorically interprets detachment.	5 to 7 years.	This story was chosen for the theme that teaches children about the emotions they live in the face of emotional detachment from someone or something, their graphic style and their chromatic palette.

Sadness User Manual	Eva land	2018	Amsterda m	Talk about how to manage sadness.	4 to 7 years.	This story was chosen mainly for its theme that has a resemblance to the theme we are touching, in addition to its graphic style and its chromatic palette.
Cry, heart, but don't break	Glenn Ringtved / Charlotte Pardi	2018	Denmark	Explain to the children about death.	6 to 12 years	This story was chosen for its theme that has a similar to the social context of the subject we are dealing with, in addition to its graphic style and its chromatic palette.
Because you exist	Eulalia Cornejo	2015	Ecuador	It talks about respect for the differences and individualities of the human being.	4 years and older.	This story was chosen because its theme has to do with a social context and helps the development of children, in addition to its graphic style and its chromatic palette that are useful for the age at which we are going to address.

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4. Results

4.1 Interviews with Psychologists

Table 4: Data from the first psychologist interviewed

Data General	Names and surnames	Age	Years of experience
	Ana Patricia Chiluiza Solórzano	35	10
Occupation	Clinical Psychology mention Child and Adolescent Psychotherapy.		
Work experience	Social promoter at the "Gerontological Center of the Guano Canton- MIES" Clinical Psychologist en "Servicios Especializados de Protección Especial-MIES" Clinical Psychologist 3n the "Mobile Unit of Integral Health Care - MSP" Social Worker in the "Project for the Eradication of Child Labor GADM of the Guano Canton-MIES" Executive Secretary in the "Cantonal Council for the Protection of Rights of the Guano Canton" Psychologist at the Psychotherapeutic Center "Transcender"		
Place / Institution	Psychotherapeutic Center "transcend"		
Remarks	She has focused her work on the violation of rights and special protection of children, for that reason she has given a workshop on Sensitization to Parents about the Importance of Care and Protection of Children and Adolescents; Good Living and Community" in addition to studying a master's degree in "Clinical Psychology mention Child and Adolescent Psychotherapy."		

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Block 1

1. Does childhood depression exist? Yes? Why?

Yes because it has been studied and made visible, however, to remain in an adult centrist environment is believed not and has been minimized.

2. Is childhood depression common? Yes? Why?

It is not very common, however, due to modernity and the media it has become more visible, it also depends on psychosocial and demographic situations, that is, based on the degree of sensitivity of both parents and teachers in the social environment that surrounds them.

3. How to differentiate sadness and depression in a child?

A clinical approach with a psychologist is needed and is determined by

Symptoms, in childhood depression sadness manifests however this is permanent, but sadness alone as such fades over time.

4. What are the most common causes of childhood depression?

It is defined by theologies:

Theologies genetic factors, for example, that parents are depressive can achieve this manifestation in the child, but it is denoted with some strong event in the child.

Theology of biochemical, neuroendocrine factors, which are at the level of brain functioning, due to the way our neurotransmitters work in our brain that are done with meticulous studies that determine it.

Determining theology, are psychological and social factors, with relationships, for example, parental employment, access to rights, water to health, their economic system and their family system, school bullying or in their environment, such as sexual abuse, mistreatment, neglect, lack of attention.

5. What are the most common symptoms of childhood depression?

- Cognitive distortions
 - Comparison with other children
 - Generalization
 - Harmful self-criticism
 - Irritability
- Physiological Symptoms
 - Somatization
 - Diuresis
 - Self-harm
- Observable Symptoms (the most common)
 - Isolation from the social environment
 - The postures
 - Facials - expressions
 - Sudden mood swings

- Lack of activity and motivation
- Weariness
- Sleep disorders.

All these should manifest themselves frequently.

1. Is it easy for parents to identify this disease? Why?

If it's easy, however, it makes it hard for them to take responsibility or accept that their children have depression. Because they are very important within the child's environment.

2. What are the risk factors for childhood depression?

- Manifestations of self-harm.
- Ideation of death.
- Discontent with life.
- Non-protective family systems
- No access to basic services.
- Direct exposure to abusers.

1. What problems would be avoided if the symptoms of depression were known?

- Constant suffering
- Low self-esteem
- Difficulty socializing
- Self-injurious behaviors
- Lack of management excites, mainly would prevent the loss of a life, because this is the last phase of depression.

1. In what setting and social status is a child most likely to suffer from childhood depression?

It occurs in all social strata.

2. What considerations should be taken to talk to children about childhood depression?

- Accessible language should be sought for the child.
- Metaphors or comparisons with things or people should be used to form stories or tales for them to relate to.
- Having feelings of sadness or irritability should be normalized.
- Teach you about emotions tactfully.
- Do not seek to label the child.

9. How prevalent is childhood depression in children ages 6 to 7 in Ecuador?

At the level of experience it is quite alarming and specifically in the province of Chimborazo, there are alerts about cases of suicide, because it is normalized to be depressed and damage prevention is not achieved, however, access to mental health services is quite limited, access to information for identification is scarce and the level of co-responsibility of parents is difficult.

10. Do you know one or more testimonials about childhood depression? Can you tell us?

Case 1:

In a canton a complaint was made by some adolescents of 20 and 17 years that at home their mother denied education to them and Asus sisters which detonated a depression in the 7-year-old girl, her mother justified wanting to educate them from home and suffered abuse as a child so this trauma caused her to take these measures.

What symptoms do I have?

Fear of social contact

Lack of self-esteem.

Self-harm

Anxiety

Withdrawal

Lack of concentration

Negative thoughts

Sadness

Inactivity

How did your diagnosis develop?

An analysis was carried out where a study was addressed to the mother and it was determined that the girl presented childhood depression and anxiety.

Block 2

11. Do you think illustrated stories are an appropriate tool to inform children about issues related to depression ?

If, on a personal level I love stories, I think it is a very nice playful tool, because children are usually influenced by drawings since they are powerful tools, personally I do not like fantasy stories if not emotional or sensory stories because they enrich the therapeutic work and help parents to develop as educators.

I know stories that I apply in my field of work and as a mother such as the story of the red thread, or what people give about social behaviors and the encounter with emotions.

12. Do you think a 6- to 7-year-old would come to understand difficult topics like childhood depression through a picture story?

Yes, because they are stories that focus on important topics, but with a language suitable for a child as with animals or things that come to relate to them, it depends a lot on the children's narrative that must be friendly and accessible, neither so paradoxical nor with very abrupt or scientific words.

4.2 Interviews with Pedagogues

Table 5: Data from the first pedagogue interviewed

Data	Names and surnames	Age	Years of experience
General	Jenny Pila	33	3
Occupation	Pedagogue of support for inclusion.		
Work experience	Private institution AMPETRA		
Place / Institution	Institution Provincial Council of Pichincha José de la Cuadra Institution Delia Ibarra de Velasco Institution Republic of Iraq Institution		
Remarks	Pedagogues supporting inclusion		

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Block 1

1. How much do you know about childhood depression?

In the DECE I worked in initial and elementary education and I knew causes and critical pictures in age ranges from 7 years old

2. How often do children report that they are unhappy in the student environment?

Very frequent, through academic performance and behaviors of isolation and reluctance.

3. How do you resolve the deal with children with symptoms of depression who have already been diagnosed?

Caution with the diagnosis that is already previously given by a professional, mainly intervenes with teachers and family, talks to the tutor teacher who must be alert to their behaviors, however, the treatment is the same because inclusion should be encouraged, you should try to get the child to participate, have high self-esteem, Work in a group and develop in a positive way.

4. Can you talk to kids about complicated topics like depression?

If you can, but you should treat it preventively, generating situations in which you can prevent them from acting chaotically, you should talk to parents about the family, it is also necessary to socialize the use of improper technology that can also detonate this disease.

5. Do you know one or more testimonials about childhood depression? Can you tell us?

Case 1:

A girl who began to present a very serious picture that was detonated by her family environment due to the pressure she felt for her father, her behavior is radically disordered cause conflicts with her parents which was the beginning of her depression.

What symptoms do I have?

Onychophagia

Pulling and eating your hair

Low average low participation

Isolation

Disobedience

Irritability

What social environment was he in?

Middle class

How did your diagnosis develop?

Family therapy and medication because his condition at the time he was diagnosed was already serious.

Block 2

6. How does a 6- to 7-year-old develop their learning?

In the case of children of 6 years they enter the process of reading writing and calculation for them their emotional development is important and their skills such as directional laterality, notions of time and space which influence reading and writing must be developed.

7. Do illustrated stories generate knowledge in children?

If because they develop their creativity as inviting them to create stories from those already taught, tests such as rosita and Roberto are applied, which deals with a story that causes the child to express their environment, how they feel and how they develop.

8. Do you think a 6- to 7-year-old would come to understand difficult topics like childhood depression through a picture story?

Yes, I think that children at the level of pictograms find it easier to understand complex topics, an illustrated story of these topics would be a very important support especially in a preventive way.

9. For a child aged 6 to 7, is a story with more illustration or more writing better?

I think it is with more illustration, because children learn more with pictograms, which even helps them develop drawing and reading skills.

Table 5: Data from the second pedagogue interviewed

Data	Names and surnames	Age	Years of experience
General	Alison Chuquimarca	43	24 years old
Occupation			
Work experience	Community educator at the Child Development Center for children of Mies I work as a communicator in the National Program of Preschool Education (PRONEPE) Teacher at the María Clara Diaz Mejía Private School in the city of Quito		
Place / Institution	Teacher at Carmen Amelia Hidalgo School		

Remarks	He has worked with high school children, also with children in the second grade but most of his work experience has been in children of initial. His work experience with children began at the age of 19 and to this day he continues to work as a teacher with children and adolescents.
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Block 1

10. How much do you know about childhood depression?

Well, more in this time there has been a lot of talk about childhood depression due to the pandemic, but that does not mean that childhood depression has not existed before, although they are very small, they have the ability to absorb everything, the experiences of the house, the family situation, school, among others, comes to affect them in their emotional part, That problem has always existed.

11. How often do children report that they are unhappy in the student environment?

There is a lot of communication between the student and the student, I think that this treatment depends a lot on the teacher, for example, on my part I have tried to get very close to my students and forge a broader relationship, because working with children is a very satisfying experience and you learn a lot about them. When such a relationship comes into existence, the child does express his feelings and concerns, otherwise not because of that lack of trust.

I came to have a case of a girl who told me when her parents argued, what they did at home among other things. They do not cover absolutely anything when they express their feelings, they are usually very direct and that is good because you can immediately identify what the problem is.

At school to have a more personal contact with the child, work has begun on the project part of the OBP, here the children begin to express themselves, say that they want to be when they grow up, what bothers them, what they do not like at home, among others. Here you can get to deepen what problems you have.

One as an educator if any anomaly is detected, immediately refers to the Department of Student Counseling (DECE) so that they begin to work with the children.

12. How do you resolve the deal with a child with symptoms of depression that have already been diagnosed?

Despite a child's disability, in this case depression, you can't make a difference to it. All children must be within the group and involved with them, in the same way the group must accept it as part and form one. It should not be forgotten that there are adaptations regarding the materials that are worked, but these must be imperceptible so that you do not feel outside the environment in which you are.

13. Can you talk to kids about complicated topics like depression?

It is difficult to talk to children about these issues, but it is not impossible, because they have the ability to learn quickly, also as children are very direct when they express their emotions

it is easy to identify a problem and that is where one can address and work with what is happening.

It is important with them to be able to work with life projects, because a person when he has a goal focuses directly on it and leaves aside his problems and bad times. The duty to know, what you want, where you want to go and where you want to go.

"I want I can, I'm going to make it"

14. Do you know one or more testimonials about childhood depression? Can you tell us?

Case 1

I had a 7-year-old who was going through family separation, the child felt heartbroken, he said no one understood him, he wasn't able to reason about his parents' separation. There were instances where the child came to hear voices telling him to hurt himself.

What symptoms do I have?

The boy was very happy and active and his mood began to decline.

I didn't want to go out for recess

He was very quiet.

His grades began to drop

What social environment was he in?

Middle class

How did your diagnosis develop?

It is important to rely on a professional, in this case with a psychological, because as educators we are limited to work in depth with the mood of the infant, in addition, it could be counterproductive because if you decide to act without some kind of knowledge, you could make the child worse.

15. How does a 6- to 7-year-old develop their learning?

We know that children do not come empty, they arrive with prior knowledge, because of that we seek to know what children know so that one as a teacher, has the ability to understand what I can teach and that is useful for their development. The learning process should always be done together, both students and teachers should be involved, all this is accompanied by a methodology that will facilitate the learning of the infant.

16. Do illustrated stories generate knowledge in children?

Of course, illustrated stories are very useful for children, as they had mentioned from a very young age they begin to develop their imagination, although they can no longer read with the illustrations they can understand the stories, it also helps to develop their imagination, to increase their vocabulary. It is interesting to see how the infant is chaining the ideas and understanding the information on his own.

17. Do you think a 6- to 7-year-old would come to understand difficult topics like childhood depression through a picture story?

Of course yes, because the stories illustrated by graphics cause the child to awaken interest in how it is composed and what is the message it is trying to provide, they begin to express themselves through the story and it is better for one as an educator because you can generate questions of the content you are observing so that the infant, Information can be obtained from this because they begin to compare it with the reality in which they live.

18. For a child from 6 to 7 years old, is it better to have a story with more illustration or more text?

It depends on the age, for example, for children from 6 to 7 years old they are very struck by the graphic part, it motivates them to continue observing and as I mentioned to develop their imagination. For the age that was mentioned, having a lot of text would cause the story to become boring and lose interest in it.

19. What do you think is the best information collection tool for children ages 6 to 7?

The tool I have used the most is the checklist, where one is placing skills on a certain topic and the information is qualified with respect to the performance or objective that is being sought.

4.3 Validation

To carry out the validation of this work, the Carmen Amelia Hidalgo Educational Unit was contacted, in which very kindly and with the help of the pedagogue Marlene Chiquimarca, the institution was visited to carry out the evaluation test to check if the illustrated story meets the objectives that were proposed.

The test has 4 simple questions so that infants can understand and answer easily, the number of questions has been little because, being children they come to feel bored by an exaggerated number of questions, in addition, the questions that were raised are those necessary to collect information.

Polytechnic School of Chimborazo

Faculty of Computer Science and Electronics

School of Graphic Design

VALIDATION TEST

Story What's wrong with Mila?

Objective: To demonstrate that illustrated children's stories can be used for comprehension and motivation through a reading comprehension test so that the child understands how fundamental it is to express their feelings.

QUESTIONNAIRE

1. How did the story make you feel?

the. Happy

- b. Sad
- c. Angry
- 2. What do you do when something bothers you?
 - A. Nothing
 - b. you tell someone.
- 3. Did you feel like Mila?
 - to. Yes
 - b. No
 - c. Sometimes
- 3. What did you understand about the story?
 - to. We must have the room in order
 - b. We must have the window closed
 - c. We should ask for help if we have any problems
- 4.3.1 Test result applied to children

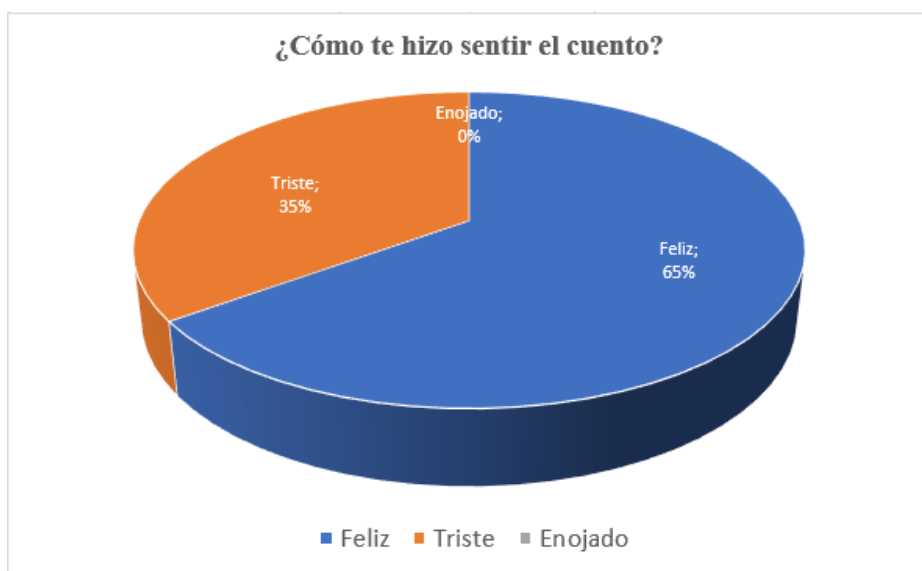


Figure 1. Student Learning Style Question "1"

Directed by: Sumba, D & Toapanta, M. 2022. In original Spanish language

Interpretation of the results: After having presented the story to the children, through the first question made with the test, it is observed that 65% of the children felt some type of well-being with the story and the story it presents, while 35% presented a feeling of sadness due to

the story presented. Generating in the children they come to empathize with the character and the story.



Figure 2 Student Learning Style Question "2"

Directed by: Sumba, D & Toapanta, M. 2022. In original Spanish language

Interpretation of the results: After having presented the story to the children, through the second question made with the test, it is observed that 57% of children do not usually do anything when a problem arises within their life, while 43% if they tell their problem to the person they have more confidence within their social circle.

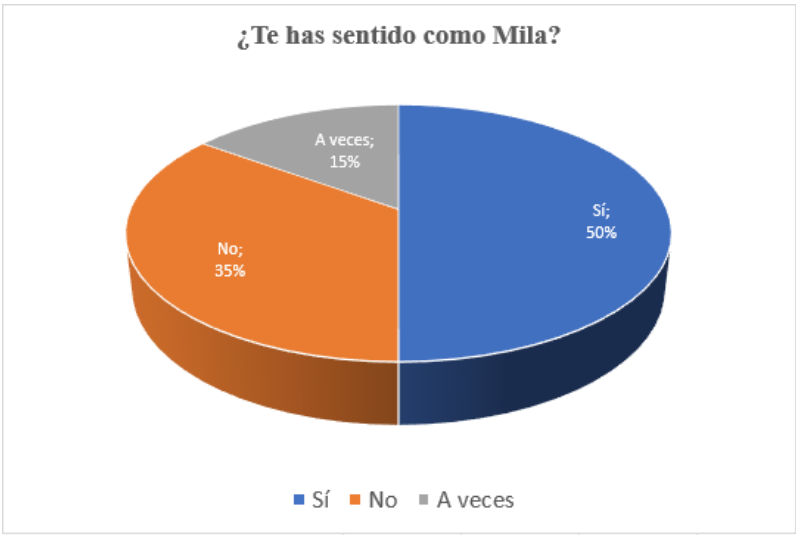


Figure 3. Student Learning Style Question "3"

Directed by: Sumba, D & Toapanta, M. 2022. In original Spanish language

Interpretation of the results: After having presented the story to the children, through the third question made with the test, it is observed that 50% of the children have felt at some point in their lives as the protagonist of the story, while 35% have not felt any type of connection with the protagonist. Finally, it is shown that 15% of children have sometimes felt like the protagonist of the story.

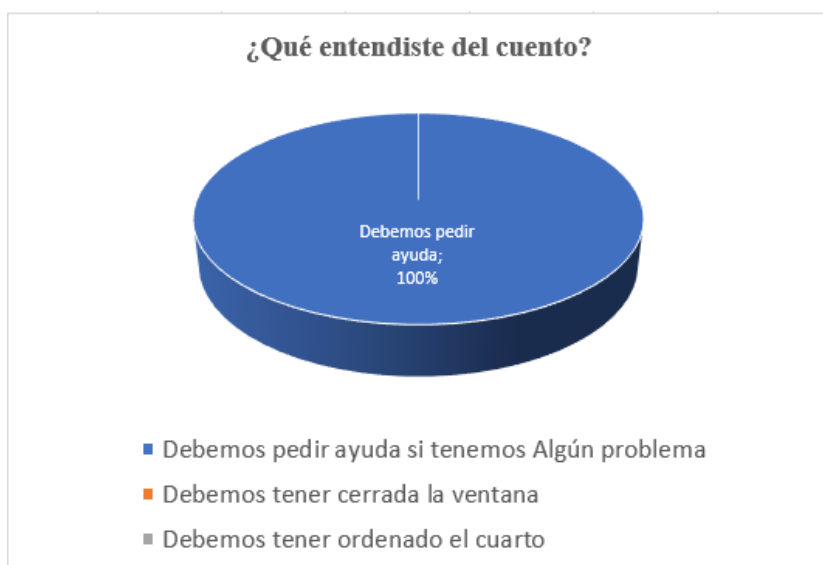


Figure 4-4. Student Learning Style Question "4"

Directed by: Sumba, D & Toapanta, M. 2022. In original Spanish language

Interpretation of the results: After having presented the story to the children, through the fourth question made with the test, it is observed that 100% of the children understood that the message of the story is to ask for help if they have some kind of problem and not stay silent.

Conclusion of the evaluation test

As you can see, the children understood the symptoms of childhood depression without having the need to know in depth what they entail, they identified it as moods that a child presents to a problem, in addition to concluding that if you get to have a problem in your life, It should be discussed with the person who has more confidence, this is very positive because as mentioned before, when a child can not express his problem, this can trigger that he can develop depression because he does not find a solution to what is happening to him and ends up locking himself in a bubble that according to professionals in psychology and pedagogy, It is difficult to leave, but not impossible, but what is sought firsthand is the prevention of the development of depression.

5. Conclusions

- Through bibliographic research, important information was obtained, such as what are the main symptoms of childhood depression, its main causes, and how it develops in a child, it

also helped define the age at which childhood depression normally manifests, these topics gave way to the beginning of the development of our curricular integration work.

- Thanks to the interviews, some generalized information about the symptoms and causes of childhood depression could be biased. With the help of the professionals, it was possible to identify what are the most common symptoms within an infant who has depression, which were useful to create the script of the story, likewise the testimonies helped to create the scenario of this. In addition, it was possible to give a new approach to the theme of the story, it was proposed that it should be a preventive story, because in this type of diseases what is sought is to detect and help the infant before he reaches total depression.
- Through the analysis carried out on the children's stories, it was possible to obtain certain information that helped to create the structure of the story. The percentage of text suitable for a story, the chromatics, the type of text and the layout were identified. In addition, it was identified that the stories must have a message that encourages to generate a change within the child, making him look for a type of compression, which in turn helps in his development.
- For the development of the illustrations, the manual technique was used for the development of the sketches of characters and scenarios. For the retouching and coloring of the scenes the digital technique was used, for the union of these two techniques adobe programs such as Adobe Illustrator, Adobe Photoshop and Clip Studio Paint were used.

6. Recommendations

- It is very important to carry out an investigation to understand the direction that the project will take and what parameters will be used as in this case the specific information and the age range with which it is going to work it is important to use the necessary information, that is, to know how to identify what information can be used for the development of the research and what research is not relevant. The use of interviews with professionals and parents as an instrument to obtain results was very important because these results fulfilled their objective of providing information for the script of the story, which is why it is necessary to take into account what kind of questions will be asked, how they will be carried out and the order they should take.
- The use of interviews with professionals and parents as an instrument to obtain results was very important because these results fulfilled their objective of providing information for the script of the story, that is why it is necessary to take into account what kind of questions will be asked, how they will be carried out and the order they must take.
- Always for a story analysis it is important to take into account what types of stories are going to be used, with respect to age, origin and theme, in addition an investigation must be carried out on the most specific data, such as the author, the publisher and the place of publication, due to the importance of being validated or abalados stories and that they are also popular or guarantee that they have been successful in As for the objective that was raised when creating it, finally you should use the pages that contain more content for an analysis such as retoric figures, planes or colors.
- Manual illustration techniques are always very important when sketching or generating

outlines, they always help to have a more realistic finish in a drawing, however, in the process, moving from manual illustration technique to digital illustration technique was very helpful, considering the time and ease to replicate scenarios and features of the characters, In addition to allowing you to play with lights, shadows and facilitate the realization of a simpler layout.

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