RAINBOW BOO BOO
WELCOME PACK

WELCOME TO RAINBOW BOO BOO

A gentle guide for learning beyond the classroom

FOR GROWN-UPS

CONTENTS

What is inside

Read this first 3

Why Rainbow Boo Boo Exists 4

Four ideas behind everything here 5

How the Pages Work 6

What is planned, not live 7

The Top 25 8

Structure 8

Continuity 11

Learning Everywhere 14

More Than One Way In 17

The Grown-Up 20

Getting Help 23

What to Do Next 25

Sources and how far each was read 26

About this book 28

BEFORE YOU START

Read this first

This book is general educational information for parents, caregivers and teachers. It is not medical, psychological, educational-diagnostic or legal advice, and it cannot tell you what is going on with your child. Nothing in it is a promise that any page, habit or product will lower a child's anxiety or raise a child's grades.

How to read the notes. Every entry says where its idea comes from. "Our idea, not tested" means we suggest it and nobody has tested it for this purpose. A named source means a published study or an official guide, and the Sources page at the back says how much of each one was read. Where a study is small, or about a different group than your child, the entry says so.

Disclosure. POPR Technologies Inc. makes Rainbow Boo Boo, so this book is partly an introduction to our own site. Sources were checked through October 30, 2026. Findings can change, and the pages most likely to go out of date are the school and help entries near the end.

PART A

Why Rainbow Boo Boo Exists

I was a quiet kid. Very shy, very withdrawn. Math felt worse than strange. I was afraid of it for most of my life.

I was always able to pass. In English and science I got Bs and Cs and sometimes As. In math I was a C and D student. That was not because I was incapable. I was scared of getting something wrong, so I never wanted to learn it, and I never wanted to admit I was afraid. At school, math came with people around, watching. At home it was homework. There was nothing fun to do at home that had anything to do with math.

My mom kept a lot of books around the house. My brothers encouraged me. I caught up. Today I run a mathematical intellectual property company, and I am the same person with the same math anxiety. I will tell you honestly that artificial intelligence helped me bridge the gap between what I did not understand and what I do.

That is why I started building Rainbow Boo Boo. I wanted a small universe of gentle things to look at: pictures with real ideas inside them, easy to return to, affordable, something a parent could hand a child day after day. I believe repetition of something gentle might have built better habits around math and learning for me. That is a

belief, not a research finding, and I will keep those two things apart in this book. I am not a teacher, and I do not have children, so I will not pretend to know what your kitchen table feels like on a school night.

Pop Buchanan

Four ideas behind everything here

Structure. A page that has a clear shape, one task and a clear ending is easier to start. We build our pages with a steady rhythm so a child is not guessing what comes next.

Continuity. The same look, the same characters and the same four beats, page after page, so a child can come back to something familiar.

Learning everywhere. The kitchen, the car, the park and the waiting room all count. A printed page travels, and so do your voice and your eyes.

More than one way. One idea can be shown with objects, pictures, words and symbols. If one way is not working, another may.

These four ideas are why we made the pages the way we did. They are design choices and beliefs. They are not promises about what a page will do for a particular child.

PART B

How the Pages Work

Rainbow Boo Boo is a website at rainbowbooboo.com for the grown-up in the room: a parent, caregiver or educator. There is no sign-in and no account. An adult has to operate the site and make any purchase, and children may not submit requests or create accounts.

The page opens with a simple line: "Pick a level and a subject. We draw a page you can print and do together." There are two levels. Ages 5-7 is the main level, and it is the one this book speaks to. Ages 8-11 is newer and still growing. They are about kindergarten to grade 2, and about grades 3 to 6. We do not describe what the 8-11 pages contain yet, because that level is still growing.

To make a page, you type a short subject in the box that asks "What should we draw?" or choose from the picture collection. A subject and a count work best. Then tap Make my page, or tap Surprise me to have a ready-made page picked for you. At the Ages 5-7 level you get a printable PDF worksheet and a separate answer key for the adult. The site also makes word search puzzles, with an answer key.

The drawings come from a library of approved vector drawings and scenes that the site assembles into each page. It is not an image generator. In one of our own tests, a request for "two cats and one dog" made a page that counted two cats and one dog and said, "Count the cats. Color the dog too."

Look, Solve, Color, Explain. These are the four beats we use when we think about a page. Look at what is there. Solve the small task. Color it in your own way. Explain to a grown-up what you noticed or how you know. They are the backbone of our IdeaSteps books, which are finished but not yet on the shelf. Coloring is always optional.

What is planned, not live

The bookstore on the site is a preview of three books: My First 10 Numbers, Turtle Times and Nebula Noodles. Buying books and downloading book files are not open yet, and nothing here is a promise about when they will be. This section describes the site as of October 30, 2026, and it will change.

PART C

The Top 25

Twenty-five short entries in six groups. Each one has a short answer, one thing to try, an honest limit and its source. Read in any order.

Structure

Routines and the shape of a learning session.

NO. 1 | STRUCTURE

What does a short, predictable learning routine look like?

The short answer. A routine is the same few steps in the same order, so a child does not have to guess what is coming. A familiar shape can take away one worry, the worry about what happens next. The shape can be very small: sit down, choose a page, do it, say one thing about it, stop.

Try this. Pick a time that already exists in your day, such as after a snack or before a bath. Use the same spot. Say the same first line each time, for example, "Let's look at one page," and the same last line.

The honest limit. This is our idea. No study I reviewed tests routines like this with children who are afraid of math. If a routine makes your child more tense, drop it and keep what works.

Source: Our idea, not tested.

NO. 2 | STRUCTURE

What is the Look, Solve, Color, Explain rhythm, and why use it?

The short answer. It is four small beats for a page. Look: notice what is on the page. Solve: do the small task. Color: finish it your own way. Explain: tell a grown-up what you noticed or how you know. Each beat is small, and the page ends with the child talking, not with a score.

Try this. After the coloring, ask one question: "What did you notice?" or "How do you know?" Accept short answers. Write down one thing your child said.

The honest limit. The rhythm is our design. We chose it because hearing a child explain an idea shows you something about how they see it. We have not tested it, and we do not claim it improves learning. Coloring is always optional.

Source: Our idea, not tested.

NO. 3 | STRUCTURE

Why start small and stay small?

The short answer. A small task is quick to finish, so a child can finish it. A child who finishes something has a reason to try again tomorrow. A big session that ends in tears can feel like the opposite.

Try this. Choose a page with one clear task. Stop when the page is done, even if there is time left. Say, "We'll come back to it."

The honest limit. Our idea. I did not find a source that says how long a home session should be, so I give no number. Judge by your child's face, not by the clock. Entries 4 and 23 describe research on practice and on tutoring.

Source: Our idea, not tested.

NO. 4 | STRUCTURE

What is a planned return to an idea, and how do I schedule one?

The short answer. A planned return is a decision, made today, to bring the same idea back on a later day. Research on retrieval practice is about trying to bring an idea back out of memory, with feedback, instead of only looking at it again. A review of 50 classroom experiments, covering more than 5,000 students, reported that 57 percent of the effects were medium or large. Its title says retrieval practice consistently benefits student learning.

Try this. At the end of today's page, write one question on a sticky note. A few days later, ask it before showing the page again. Then look at the page together and check.

The honest limit. The review spans school-age students through medical school, about 94 percent of the experiments were from the United States and Western Europe, and I did not see an age breakdown. It does not show what works for a young child. It is about retrieval practice, not spacing. The sticky note and the gap of a few days are our idea and untested.

Source: Agarwal, Nunes and Blunt (2021), Educational Psychology Review, read through a summary page, not the paper. Home version: our idea.

NO. 5 | STRUCTURE

How do I keep a simple log of what worked?

The short answer. A log is a place to write what happened, in your own words, so you can see patterns you would otherwise forget. One short note after a page is enough.

Try this. Use the Observation Log in this pack. Write the date and the page, what your child noticed, what helped, and what to return to. Write what you saw, not what you think it means.

The honest limit. Our idea. A log is not a test and not a diagnosis. Its main use is to give you something concrete to bring to a teacher or tutor, as entries 23 and 24 describe.

Source: Our idea, not tested.

Continuity

The same look, the same cast, and coming back.

NO. 6 | CONTINUITY

How does a series help a child come back each day?

The short answer. A series is a set of pages that look and feel alike: the same colors, the same characters, the same four beats. When a page looks familiar, a child can spend their attention on the idea instead of on working out what kind of page it is.

Try this. Keep finished pages in one folder or on one wall so your child can see the series grow. Let your child choose which character to look for on the next page.

The honest limit. Our idea. I did not find a study I could read that shows consistent characters help children return to learning, so we do not claim it. We built the pages this way because we believe familiarity removes one small hurdle.

Source: Our idea, not tested.

NO. 7 | CONTINUITY

What is the Rainbow Boo Boo hour?

The short answer. It is our name for a protected time, once a week or more, for pages, coloring and talking. It is not a lesson. It is a time that has a name, and the same cast of characters turns up.

Try this. Choose a time. Gather pages, crayons and a snack. One person picks the first page and the other picks the second. End by putting finished pages in the folder.

The honest limit. Our idea, not a program, and untested. An hour can be half an hour or ten minutes if that is what your family can do.

Source: Our idea, not tested.

NO. 8 | CONTINUITY

How do I run a coloring, math or learning party?

The short answer. A party is the Rainbow Boo Boo hour with other children or families. Everyone gets a page, everyone colors, and each child gets a turn to tell the table one thing they noticed.

Try this. Print a few different pages so each child can choose one. Put out crayons. Let each child explain their page to the group or to one friend, in any words they like. Nobody is graded and nobody is ranked.

The honest limit. Our idea, untested. Some children dislike explaining in front of others. Let them whisper it to one grown-up, or pass. A party for children who fear math should not feel like a contest.

Source: Our idea, not tested.

NO. 9 | CONTINUITY

How do I connect today's page to last week's?

The short answer. Ask about the last page before you show the new one: "What do you remember about the page with the baskets?" Then look at the old page together and check. This is the retrieval idea from entry 4, used to link one page to the next.

Try this. Keep last week's page nearby, face down. Ask, wait, then turn it over.

The honest limit. The same limit as entry 4: the research is mostly about older students, and the home version is our idea. Do not turn it into a quiz. If your child cannot remember, say "Let's look," and move on.

Source: Agarwal, Nunes and Blunt (2021) for retrieval practice. Linking pages: our idea, not tested.

NO. 10 | CONTINUITY

How do I move up a level without a jump?

The short answer. Change one thing at a time. If your child is comfortable with an idea shown with objects, try the same idea in a drawing. When that feels easy, try the words, then the symbols. Researchers call a version of this concreteness fading: start with something you can touch, move to pictures, then to symbols, and link each step to the one before.

Try this. Keep the idea the same and change the form. Ask, "Where do you see the groups in this picture?" or "Which part of the picture is this number?"

The honest limit. I read only a summary of the main study on this (Fyfe, McNeil and Borjas, 2015), not the paper, so I do not give its size. The summary says concreteness fading gave better transfer than the other orders it compared. It does not show that every level change should be gradual. A U.S. Institute of Education Sciences guide for struggling elementary students rates its recommendation on concrete and semi-concrete representations as strong evidence, but it is about instruction for children who are struggling, not a home plan.

Source: Fyfe, McNeil and Borjas (2015), via a summary. What Works Clearinghouse (2021), Practice Guide 26.

Learning Everywhere

Kitchen, car, park, waiting room and home.

NO. 11 | LEARNING EVERYWHERE

Which everyday objects make good math tools?

The short answer. Buttons, dried beans, pasta shapes, blocks, cups and spoons. Anything that can be moved around, counted or grouped lets a child show an idea with their hands before they have to put it on paper. The Institute of Education Sciences guide recommends a well-chosen set of concrete and semi-concrete objects and pictures.

Try this. Give your child two or three kinds of objects and ask them to make two groups with the same number in each. Let them show you. Then draw what they made.

The honest limit. The guide recommends this for teaching struggling elementary students in general. It does not say which household objects are best. Safety first: keep small objects away from any child who still puts things in their mouth.

Source: What Works Clearinghouse (2021), Practice Guide 26, read in detail.

NO. 12 | LEARNING EVERYWHERE

How do I turn a car ride into a short learning game?

The short answer. A car ride has no paper, so use your voices and your eyes. Counting, patterns and "what comes next" games work without anything to hold.

Try this. Count red cars. Say a pattern out loud, such as clap, tap, clap, tap, and ask what comes next. Ask "How do you know?" once, then let it go. The driver keeps their eyes on the road, and the passengers play.

The honest limit. Our idea, untested. Skip it if your child is tired or carsick, and never turn a car ride into a quiz.

Source: Our idea, not tested.

NO. 13 | LEARNING EVERYWHERE

How do I use a walk for shapes and patterns?

The short answer. Look for circles on signs, rectangles in doors, bricks or fence posts that repeat. Noticing shapes and patterns uses spatial skills, which are skills about shapes, positions and how things fit together. A review of 217 training studies found that spatial skills can be improved with training, with an average effect of g = 0.47, and that the gains lasted and carried over to other spatial tasks.

Try this. Pick one shape for the walk. Each person points out one when they see it. Later, draw one on a page.

The honest limit. That review tested training programs, not walks, and no study I reviewed tests walks. It is about spatial skills only. It does not show that shape spotting builds logic or raises grades. I read the abstract, not the full paper. The walk is our idea.

Source: Uttal et al. (2013), Psychological Bulletin, read through the abstract. Walk: our idea.

NO. 14 | LEARNING EVERYWHERE

What is guided play, and how do I do it?

The short answer. Guided play is play in which a grown-up sets up a purposeful activity, asks a few questions or gives a few prompts, and leaves much of the control with the child. A grown-up might put out blocks and ask, "Can you build something with four sides?" and then follow what the child does.

Try this. Set out one material and one question. Wait. Ask one follow-up about what your child made. Let your child lead.

The honest limit. A 2022 review (Skene et al.) looked at 39 studies and pooled 17, with 3,893 children. It reported positive effects for early math ($g = 0.24$, 2 studies, 1,165 children) and for shape knowledge ($g = 0.63$, 3 studies, 111 children). But 38 of the 39 studies were at high risk of bias, there may be publication bias, and the authors say the evidence is not sufficient for confident conclusions. Treat it as an interesting lead, not a proven method.

Source: Skene et al. (2022), Child Development, read through an open repository copy.

More Than One Way In

Many ways to understand one idea.

NO. 15 | MORE THAN ONE WAY IN

What are objects, pictures, words and symbols?

The short answer. They are four ways to show one math idea. Objects are real things you can move. Pictures are drawings of those things. Words are the idea said or written in plain language. Symbols are numerals and signs, like 3 + 3 = 6. A child who is stuck in one form may find the way in through another.

Try this. When your child is stuck, ask, "Can you show me with something?" Then, "Can you draw it?" Then, "Can you say it in words?" Leave the symbols for last.

The honest limit. The Institute of Education Sciences guide for struggling elementary students rates its recommendations on representations, mathematical language and systematic instruction as strong evidence. That is advice for teaching, not a home method. The four-form habit at home is our idea and untested.

Source: What Works Clearinghouse (2021), Practice Guide 26. Fyfe et al. (2015), via a summary.

NO. 16 | MORE THAN ONE WAY IN

How do I show one idea four ways?

The short answer. Take the idea of three equal groups of two. With objects: three cups with two beans in each. With a picture: three circles with two dots in each. In words: "three groups of two make six." In symbols: 3 x 2 = 6. It is the same idea in four forms.

Try this. Pick an idea your child is working on and write the four forms in a row on a sheet. Leave one blank for your child to fill in.

The honest limit. Our example and our habit, untested. Check that your child can see how the forms match each other. Do not just fill in the row.

Source: Representations: What Works Clearinghouse (2021). Example: ours.

NO. 17 | MORE THAN ONE WAY IN

How do I use a number line?

The short answer. A number line is a line with numbers placed in order at equal spacing. It helps children see numbers as positions that can be compared and moved along. The Institute of Education Sciences guide for struggling elementary students includes the number line as one of its six recommendations, each rated as having strong evidence.

Try this. Make a number line on the floor with masking tape and paper numbers. Let your child hop from 3 to 7 and count the hops. Then draw it on paper.

The honest limit. The guide is about teaching and does not say how to do it at home. The floor line is our idea.

Source: What Works Clearinghouse (2021), Practice Guide 26.

NO. 18 | MORE THAN ONE WAY IN

What is a misconception, and how do I spot one?

The short answer. A misconception is a belief about how math works that is not accurate in every case. A common example is believing the equal sign means "the answer comes next," when it means "both sides are the same amount." A child can be careful and quick and still hold one.

Try this. Ask, "Tell me what this sign means," and listen. Try a problem that does not fit the belief, such as 4 + 3 = __ + 5, and ask your child to explain it.

The honest limit. Spotting a misconception is not a diagnosis. One odd answer is a clue, not a pattern. If wrong answers keep taking the same shape, bring examples to the teacher.

Source: Definition from the glossary of the author's longer guide, When Math Feels Scary. The example is ours, untested.

NO. 19 | MORE THAN ONE WAY IN

How do I ask "how do you know?" without sounding like a test?

The short answer. The same words can sound curious or can sound like "prove it." Tone and timing matter more than the words. Ask it after right answers as often as after wrong ones, so it does not become a signal that a mistake happened.

Try this. Say it with a smile and a real wish to know. Try "Show me how you saw that." If your child freezes, offer a choice: "Do you want to show me with the counters, or tell me?"

The honest limit. Our idea, untested. If your child hears any version of the question as a challenge, skip it and let them show you instead.

Source: Our idea, not tested.

The Grown-Up

Patience, calm, and not doing it alone.

NO. 20 | THE GROWN-UP

What do I do when I feel my own math nerves?

The short answer. Many adults feel nervous about math. Two large studies looked at whether a parent's math anxiety passes to a child, and they did not agree. In 2015, Maloney and colleagues followed 438 first and second graders and their caregivers. Children of math-anxious parents learned less math over the year and were more anxious about math, but only when those parents often helped with math homework. In 2026, a study of 3,018 students in 242 classrooms from kindergarten through third grade (Poisall and colleagues) did not find that pattern again. In that study, more frequent homework help was linked with smaller gains, and the effects of parent anxiety were inconsistent.

Try this. Notice the feeling and name it calmly: "This one feels tricky to me too. Let's look at it together." Let your child see you try, check and try again.

The honest limit. Neither study shows that your nerves cause your child's. The earlier study relied on self-reports and did not rule out a genetic role. The later study says the emotional tone of help needs more study. Please do not read either as "stop helping." I read the first through a press release and the second through an abstract listing. The calm sentence is our idea.

Source: Maloney et al. (2015), Psychological Science. Poisall et al. (2026), Developmental Science, 29(5). Author list for the second not confirmed.

NO. 21 | THE GROWN-UP

How do I give a hint without taking over?

The short answer. A hint is a small piece of information that lets a child take the next step on their own. It is different from an answer and different from a lecture. Start with the smallest help and add more only if needed.

Try this. Wait a few seconds first. Then ask a question, such as "What do you know already?" Then point to the part of the page that matters. Then show a similar, easier example. Only last, do one step out loud while your child watches.

The honest limit. That ladder of hints is our suggestion, not a researched procedure. The 2026 study in entry 20 linked frequent homework help with smaller gains, but it cannot tell us whether hints like these would change that. It is a reason to keep help light, not proof.

Source: Our idea, not tested.

NO. 22 | THE GROWN-UP

What do I say when an answer is wrong?

The short answer. A wrong answer is information. Say what is right in it first, ask how your child got it, then try again together. Feedback, meaning information about what a child did, given after the attempt, is part of the retrieval practice research in entry 4.

Try this. Say, "Tell me how you got that." Find the part that was right. Then, "Want to try that part again?" If your child is upset, stop and come back later.

The honest limit. The wording is ours and untested. If a child gets many wrong in a row, the page may be too hard, which is different from the child being slow.

Source: Feedback and retrieval: Agarwal, Nunes and Blunt (2021). Wording: our idea, not tested.

NO. 23 | THE GROWN-UP

When should I get a tutor?

The short answer. If the gap seems to need more time than you have, or the kitchen table has become too charged, a tutor may help. One small 2015 study (Supekar and colleagues: 46 third graders, eight weeks, 22 one-to-one lessons) found that math anxiety fell in the higher-anxiety group after tutoring. But every child was tutored, so there was no comparison group, and the researchers do not know which part helped or whether it lasts.

Try this. Ask how a tutor starts a session with a child who is afraid, whether they use objects and pictures, how they handle wrong answers, and how they will report progress. Sit in on the first session if you can. Talk to the teacher first.

The honest limit. A 2026 review of 51 studies (Liu et al.) reported that interventions aimed at both feelings and skills showed the largest drops in anxiety, and that only skills-focused ones improved performance. It mixes children and adults, and I read only an abstract listing. The tutor questions are ours.

Source: Supekar et al. (2015), via the Stanford Medicine release. Liu et al. (2026), Journal of Educational Psychology, 118(3), via an abstract listing. Author list not confirmed.

Getting Help

School, health professionals, and when to ask.

NO. 24 | GETTING HELP

How do I ask the school for an evaluation?

The short answer. If a child's difficulty continues despite good teaching and extra support, you can ask the school about an evaluation. In the United States, a guide from the Center for Parent Information and Resources says a parent can ask by contacting the child's teacher or another school professional, or the state's Child Find system, and the request may be verbal or written. The school needs your consent before it evaluates your child, and the evaluation should be completed within 60 days of consent unless your state sets a different timeframe.

Try this. Use the "Asking the School for Help" page in this pack. Write down what you have seen, bring examples of your child's work, and keep a copy of anything you send. Putting it in writing is a practical choice, not a legal requirement according to the guide.

The honest limit. Rules vary by state and district, and I am not a lawyer. The National Institute of Child Health and Human Development says only a professional can diagnose a learning disability and that its list of signs is not enough on its own (page last reviewed in 2018). If your child is learning in a second language, ask the school to take that into account.

Source: Center for Parent Information and Resources (n.d.), read. National Institute of Child Health and Human Development (page last reviewed 2018), read.

NO. 25 | GETTING HELP

What do I do if my child's distress is serious or lasts?

The short answer. If your child's distress is substantial, lasts a long time, or affects sleep, friendships, eating or going to school, talk to your child's pediatrician or a qualified child mental health professional. That is a different kind of help from tutoring, and it is not about math.

Try this. Write down what you have seen and when it started. Call the pediatrician's office and say what worries you.

The honest limit. Nothing in this pack can tell you what is happening for your child. If you are worried about a child's safety, contact emergency services. In the United States you can call or text 988 to reach the Suicide and Crisis Lifeline, 24 hours a day. Check that this is still current before you rely on it.

Source: 988 information from the New York State Office of Mental Health page, read by a second reviewer.

PART D

What to Do Next

Choose one page, choose a short time, and come back when it makes sense for your family.

In this pack you will find four pages for grown-ups (a routine planner, an observation log, a "what helped" page and a checklist for asking the school for help) and a sticker pack with coloring pages for your child. On the website you can make your own page at rainbowbooboo.com.

I also wrote a longer guide, When Math Feels Scary, for parents of children roughly 5 to 11. Questions or corrections about this book are welcome at info@poprtech.com.

Pop Buchanan

SOURCES

Sources and how far each was read

Sources are listed with how far each one was read, so you know how much weight its details can bear. Anyone relying on the fine detail of a study should read the complete paper.

Read in detail

What Works Clearinghouse, Institute of Education Sciences. (2021). Assisting students struggling with mathematics: Intervention in the elementary grades (Practice Guide 26). https://ies.ed.gov/ncee/wwc/PracticeGuide/26

Skene, K., et al. (2022). Can guidance during play enhance children's learning and development in educational contexts? Child Development. https://doi.org/10.1111/cdev.13730 (open repository copy)

National Institute of Child Health and Human Development. What are some signs of learning disabilities? https://www.nichd.nih.gov/health/topics/learning/conditioninfo/symptoms (page last reviewed 2018)

Center for Parent Information and Resources. The basic special education process under IDEA 2004. https://www.parentcenterhub.org/wp-content/uploads/repo_items/10steps.pdf

Read through an abstract, press release or summary, not the full paper

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Fyfe, E. R., McNeil, N. M., & Borjas, S. (2015). Benefits of concreteness fading for children's mathematics understanding. Learning and Instruction, 35, 104 to 120. https://doi.org/10.1016/j.learninstruc.2014.10.004 (third-party summary)

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Liu et al. (2026). How to reduce mathematics anxiety: A systematic review and meta-analysis on intervention studies. Journal of Educational Psychology, 118(3), 299 to 324. https://doi.org/10.1037/edu0000992 (abstract listing; author list not confirmed)

New York State Office of Mental Health. 988 Suicide and Crisis Lifeline information page (read by a second reviewer).

ABOUT

About this book

Welcome to Rainbow Boo Boo is published by POPR Books, an imprint of POPR Technologies Inc. It is an educational book for parents and caregivers. It is not medical, psychological, educational-diagnostic or legal advice, and it does not diagnose or treat any condition.

The author is a founder, not a teacher, parent, psychologist or physician. This book is the Top 25 edition: a shorter selection chosen to be read in one sitting. If you find an error, please tell us at info@poprtech.com so it can be corrected in a later edition.

This book collects nothing about you. Links go to rainbowbooboo.com, which has its own privacy policy.

Free for you to print and use with the children in your care or class. Please do not sell or repost the files.

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