

Emotional Regulation Profile of Children Aged 5-6 Transition Early Childhood Primary School

In Bandung Indonesia

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Received: 20 January 2023

Accepted: 15 April 2023

Citation: Maulani S, Dafini R, Subekti T, Sofiah S, Maulina L (2023) Emotional Regulation Profile of Children Aged 5-6 Transition Early Childhood Primary School. History of Medicine 9(1): 444-452. <https://doi.org/10.17720/2409-5834.v9.1.2023.051>

Abstract

Emotion regulation has a very important role in the readiness to enter Primary School, social emotional competence and academic success, the purpose of this study was to describe the emotional regulation of children aged 5-6 years in the city of Bandung Indonesia. This study uses a quantitative approach to the type of study ex post facto, where data were collected through survey methods, this study used questionnaires to kindergarten class teachers Class B (age 5-6 years) a number of 75 teachers randomly selected in the city of Bandung. From the results of the questionnaire on teachers collected 180 regulatory data for children aged 5-6 years. The results showed that most children have good emotional regulation ability but there are still a small number of children who need to be stimulated to have good emotional regulation. Teachers and parents need to provide simulations that are appropriate for children 5-6 years of age.

Keywords

Emotion regulation, 5-6 year old children, early childhood transition to primary school

The transition period from pre-school to primary (elementary) education is an important stage in a child's life. During this period, the child experiences major changes in the learning environment, academic demands, and social interactions. Including emotional regulation

abilities.

Emotional regulation is the way a person regulates the emotions they feel, when the emotions arise, how they are expressed, and understand these emotions. According to Gross (Song, 2010), emotion regulation is an individual's attempt to

influence the emotions experienced, when they arise, and how the emotion is experienced or expressed. Emotion regulation also includes the ability to evaluate and modify emotional reactions appropriate to the situation at hand.

Thomson (1994) explains that emotion regulation involves internal and external processes through monitoring, evaluating, and modifying emotional reactions in accordance with individual goals. Gross & John (2003) state that emotion regulation involves cognitive processes and the influence of individual emotions, including how individuals experience and express emotions. Reivich & Shatte (2002) mentioned that emotion regulation involves the ability to control emotions and remain calm in stressful situations. Expressing emotions, both negative and positive, can be healthy and constructive if done appropriately.

According to Gross and Thompson (2006), there are three aspects of emotion regulation. First, recognition of one's own emotions, namely one's ability to recognize and identify the emotions felt, both negative and positive emotions. Second, is emotion regulation, where individuals must be able to manage emotional patterns within themselves, including the use of relaxation techniques. The regulation of these emotions is strongly related to the behavior of the individual. Third, emotional disclosure, where not everyone is able to express what they feel, especially related to emotions. This emotional disclosure needs to be done in an appropriate way and is important to be taught early to children.

The ability to regulate emotions is a very important skill for achieving success in an academic environment. Children need to regulate their emotional responses in order to focus on the subject matter, interact well with peers and teachers, and manage frustration when facing challenging tasks. Research has also shown that inhibitory control, which is part of emotion regulation, has a role in mediating the effects of maltreatment experiences on children's academic competence (Pears, Fisher,

Bruce, Kim, & Yoerger, 2010).

The ability to regulate emotions also contributes to adjustment and learning in school, especially when the child is able to manage intense emotions and focus attention resources on the task at hand (Raver, Jones, Li-Grining, Zhai, Bub, & Pressler, 2011). On the other hand, children with good self-regulation skills are able to recognize and manage their emotions effectively, as well as being able to empathize with others and make wise decisions in their behavior and social interactions (Denham, Bassett, and Zinsler 2012; Jones and Bouffard 2012). This allows them to interact with a diverse range of individuals (Bar-On and Parker 2000; Zhai, Raver, and Jones 2015), and be able to build and maintain positive relationships with peers and adults who play important roles in their lives (Denham, Bassett, and Zinsler 2012; Denham et al. 2014).

Research Daunic et al. (2013) showed that children who have less emotion regulation skills tend to be more prone to stress, anxiety, and depression. This is due to their difficulty in effectively recognizing and regulating their emotions, which are often associated with feelings of fear, sadness, and anger that appear more frequently this condition generally also has an impact on avoidance behavior in social interactions (Garner 2010). Children with deficient emotion regulation skills tend to develop negative attitudes towards peers and adults who play an important role in the child's life (Hajdukova, Hornby, and Cushman 2015), which can ultimately affect their social relationships throughout life (Garner 2010). As a result, children with low levels of emotional competence may feel insecure, not understood, and lack support, thus experiencing emotional and social isolation from others (Bahman and Maffini 2008). Children who experience negative emotional experiences show uncontrollable emotional responses at home and at school. They tend to focus their attention on negative stimuli making it difficult to switch and focus on academic tasks (Maughan & Cicchetti, 2002). In addition, they

also often rely on excessive externalizing or internalizing behaviors as a way to regulate emotions (Kim & Cicchetti, 2010; Schelble, Franks, & Miller, 2010).

Based on the background that has been presented, researchers will examine the emotional regulation profile of children aged 5-6 years. The purpose of this study was to determine the regulatory ability of children aged 5-6 years. The benefits obtained from this study theoretically contribute data to determine the extent of the regulatory ability of children aged 5-6 years who will enter elementary school.

Research Methodology

This study uses a quantitative approach with the type of ex post facto study, where data are collected through survey methods. The sampling technique used was simple random sampling, where 75 teachers as respondents were randomly selected from several kindergartens in Bandung.

Data collection was carried out using a questionnaire given to 75 grade B teachers to obtain information about children's emotional regulation by distributing questionnaires in the form of Google Forms.

Emotion regulation was measured for teachers using the Emotion Regulation Checklist (ERC) (Reis, A. H., Oliveira, S. E. S. D., Bandeira, D. R., Andrade, N. C., Abreu, N., & Sperb, T. M.,

2016). ERC consists of two scales: one scale contains eight items to assess ER (i.e., child's emotional self-awareness and occurrence of constructive emotion expression); and the other scale contains 15 items measuring Emotional Lability/Negativity (L/N), including lack of flexibility, emotional activation, reactivity, anger dysregulation, and mood lability.

Teachers are asked to fill in the information by giving a check mark on the checklist sheet. The questionnaire consists of 24 statements. On a scale of 1-4. The teacher chooses the number "1". If the behavior never appears, select the number "2". If the behavior occasionally appears, select the number "3". If the behavior appears frequently, or select the number "4" for the behavior that always appears.

This checklist sheet is designed to collect data on children's emotional regulation. Teachers will be asked to evaluate children's behavior and emotional characteristics by placing a checkmark on the statement that best matches the teacher's observation. The child data collected from 75 teacher respondents is 180 children aged 5-6 years in Bandung City.

The purpose of the questionnaire in this study is to get an overview of how emotional regulation of children aged 5-6 years who will enter elementary school

Result and Discussion

Table 1. Survey results on Emotion regulation factors

Self-Regulation Variable	Statement	Never	Sometimes	frequently	Always
		%	%	%	%
emotional self-awareness and constructive emotional expression	Children show Happy/Happy behavior.	0,6	17,8	42,8	38,9
	Respond positively to the initiative of adults to approach in a neutral or friendly manner.	0	28.9	45	26.1
	Transitions well from one activity to another (does not become anxious, irritable, depressed or overly excited when moving from one activity to another).	8.3	32.8	38.3	20.6
	The child is able to transition quickly from an upset/distressed state (e.g., not silent or moody, anxious or sad after an emotionally distressing event).	13.3	47.8	33.9	5
	Respond positively to a friend's initiative/ideas in a friendly way.	1.7	29.4	47.2	21.7
	Is the child able to tell when he feels sad, angry, or afraid of disappointment?	1.7	44.4	30.6	23.3
	Looking sad or lethargic	35.6	58.9	5.6	0
	Showing an unenthusiastic mood (blank and expressionless face; the child appears emotionally absent)	53.3	40	5.6	1.1

Responding negatively to friendly approaches by peers (e.g., speaking in an angry tone of voice or responding with fear)	56.7	38.3	5	0
children are able to control their behavior or emotions reasonably.	2.2	35.6	34.4	27.8
The child is able to empathize with others. (e.g., showing concern when others are angry, distressed, or need help)	2.2	36.7	45	16.1
Shows appropriate negative emotions (anger, fear, frustration, distress) in response to hostile, aggressive, or disruptive actions by peers.	33.3	39.4	24.4	2.8

Based on the results of research findings as many as 42.8% of children often show Happy behavior. A total of 38.9% of children always show Happy behavior. This indicates that the majority of children in this study experienced happiness had a relatively high level of happiness. The results of this study indicate that the majority of children responded positively to adults' initiatives to approach them in a neutral or friendly way. In terms of transitioning from one activity to another, some children experienced difficulties, and efforts need to be made to help children develop adequate skills to better manage transitions between activities and reduce the negative impacts that may occur.

Most children have the ability to switch quickly from upset or distressed states, either appearing occasionally or frequently. However, there are still a small number of children who do not have this ability or only have it to a limited extent. It is important to support children in developing effective emotion regulation skills so that they can more easily cope with situations that make them upset or distressed.

Most children tended to respond positively to their friends' efforts, ideas, or thoughts in a friendly way, either often or sometimes. Although there were a small number of children who rarely or never showed a positive attitude, the majority of respondents showed openness and support for the notion or ideas proposed by their friends. This may reflect a positive and inclusive social environment for children.

The majority of children also have the ability to acknowledge their emotions when they feel sad, angry, scared, or disappointed. However, there is

also a small percentage of children who have limited or inconsistent emotional awareness. It is important to support children in the development of their emotional awareness, as this helps children recognize, manage and react healthily to the emotions they experience.

The data also shows that some respondents (35.6%) never appear sad or lethargic consistently, the majority of respondents (58.9%) sometimes show sadness or lethargy consistently, and only a small number of respondents (5.6%) often show sad or lethargic expressions in certain situations. No respondents always showed these expressions. This indicates a variation in children's responses to feelings of sadness with most showing a sometimes or occasional response depending on the specific situation and context or being disappointed.

The data shows that the majority of respondents (53.3%) never show facial expressions that indicate a lack of enthusiasm or emotional emptiness consistently. However, there were a small number of respondents (40%, 5.6%, and 1.1%) who sometimes, often, or always showed facial expressions indicating a lackluster mood or emotional emptiness. This shows variation in children's responses to feelings of discouragement, with the majority not showing such expressions consistently.

The majority of children (56.7%) rarely or never responded negatively to friendly approaches from peers. However, there were still some children (38.3% and 5%) who sometimes or often responded with an angry or fearful tone of voice. It is important to pay attention to these responses and provide support to children in developing social and emotional skills that enable children to

respond more positively and supportively to friendly approaches from peers.

The majority of children have the ability to control their behavior or emotions reasonably, either with a frequency of appearing sometimes (35.6%), often (34.4%), or always (27.8%). However, there are also a small number of children who may have difficulties in regulating and controlling their behavior or emotions. It is important to support children in the development of good self-control skills and provide appropriate guidance to help them overcome difficulties in managing their behavior or emotions.

The majority of children have the ability to empathize with others, either with a frequency of sometimes (36.7%), often (45%), or always (16.1%). However, there were also a small number of children who had difficulties in understanding and feeling other people's emotions or did not often show empathy. It is important to continue to encourage and develop empathy skills in children, as empathy is an important social quality in social relationships.

The majority of children have the ability to show appropriate negative emotions, either with a frequency of sometimes (39.4%), often (24.4%), or always (2.8%). However, there is also a miority of children who may have difficulty in expressing negative emotions appropriate to the situation or

do not do so frequently. It is important to support children in developing understanding and skills in managing and expressing negative emotions in appropriate ways.

The survey results showed that the majority of children have emotional self-awareness and have constructive emotional expression, this shows that most children have good school readiness in terms of emotional regulation because school readiness involves mastering socioemotional competencies that allow children to adjust to the school environment. Both of these are closely related to the ability to regulate emotions. When children enter school, children are faced with the task of adapting to new relationships, new rules, and academic environments that can trigger a variety of emotions (Hair, et al. 2006). Emotional regulation can help children organize themselves in response to new school demands in ways that support socioemotional and academic success (C. Blair, 2002.) In the process, the regulation of emotions also forms a path to positive results in school. Therefore, it is important that children learn to choose and use adaptive emotion regulation strategies, as these are key predictors of achieving socioemotionally positive outcomes (such as positive peer relationships) and academic outcomes (such as academic achievement and values) . (Eisenberg, Sadovsky, & Spinrad 2005)

Tabel 2. Results of the Emotional Liability/Negativity (L/N) survey

Self-Regulation Variables	Statements	Never	Sometimes	frequently	Always
		%			
Lack of flexibility, emotional activation, reactivity, anger dysregulation, and mood liability.	Children's emotional state is difficult to predict	20.6	58.3	18.9	2.2
	Easily frustrated or give up.	38.9	48.3	11.7	1.1
	Irritability.	30	53.9	15	1.1
	Able to show the expected behavior when promised a reward.	1.1	15	55.6	28.3
	Taking pleasure in the suffering of others (e.g., laughing when others are hurt or punished, enjoying teasing others).	53.3	37.2	8.9	0.6
	The child can control the sense of pleasure / excitement (for example : not getting too excited in high-energy game situations, or not being too agitated in inappropriate contexts).	1.7	51.1	32.2	15
	Whether the child cries easily or likes to hug adults.	29.4	52.8	16.1	1.7
	Showing unreasonable emotional reactions (e.g. hitting or hurting their friends if they don't do what they want).	65	27.8	5.6	1.7
	Respond angrily or angrily when adults set boundaries. (the child gets angry when given advice, or is told when the child is behaving badly)	52.8	33.3	11.7	2.2
	get excited when trying to involve others in the game.	2.2	19.4	51.1	27.2

	Respond negatively to a friendly approach taken by a peer (for example, speaking in an angry tone of voice or responding with fear)	56.7	38.3	5	0
	Showing enthusiasm for behavior that others find inappropriate, disruptive, making a scene.	36.1	42.2	18.9	2.8
	Shows negative emotions when trying to invite others to play. (The child invites his friend to play but the friend refuses. As a result, the child becomes angry and starts crying, yelling, or whining with excessive disappointment)	58.3	33.9	7.2	0.6

The data showed that the majority of children sometimes (58.3%) experienced unpredictable emotional states, often (18.9%), or even always (2.2%). However, a small proportion of children (20.6%) rarely or never experienced unpredictable emotional states.

The majority of children (38.9% and 48.3%) rarely or sometimes felt easily frustrated or gave up, while a small number of children (11.7% and 1.1%) often or always experienced this. It is important to support children in overcoming frustration and help them develop perseverance and skills in dealing with challenges.

The majority of children (30% and 53.9%) were rarely or sometimes irritable. However, there were also a number of children (15% and 1.1%) who often or always experienced anger. The ability to manage anger is an important skill that needs to be developed in children. It is important to provide support to them in understanding and managing their emotions in a healthy and effective way.

The majority of children (55.6% and 28.3%) often or always exhibit expected behavior when promised a reward or reward. However, there is also a small percentage of children (15% and 1.1%) who rarely or never show the expected behavior in the situation. It is important to provide positive recognition and reinforcement to children when they exhibit expected behavior, as well as provide consistent guidance in helping them develop the skills and motivation necessary to achieve the expected behavior.

The majority of children (53.3% and 37.2%) rarely or occasionally feel feelings of joy or laughter over the suffering of others. However, there are still a small number of children (8.9% and 0.6%) who often or always feel feelings of pleasure or laughter

in such situations. It is important to provide appropriate teaching and guidance to children to understand the importance of empathy, empathy and respect for the feelings of others, as well as to develop a positive and mutually supportive social attitude.

Most children (51.1% and 32.2%) are sometimes or often able to control their sense of pleasure or joy. However, there is also a small percentage of children (1.7% and 15%) who are rarely or always able to control their excitement or sense of pleasure. It is important to assist children in developing healthy self-control and emotional regulation skills, so that they can appropriately manage excitement or pleasure according to the situation at hand.

Most children (52.8% and 16.1%) sometimes or often show a tendency to cry or hug adults in certain situations. However, there was also a small percentage of children (29.4% and 1.7%) who rarely or always showed such a tendency. Each child has a different way of expressing emotions and seeking comfort, and it is important that adults provide support and understanding to them in dealing with their emotions and needs in an appropriate way..

Most children (65%) rarely or never show unnatural emotional reactions such as hitting or injuring their friends. However, there is still a small percentage of children (27.8% and 5.6%) who sometimes or frequently use physical violence in response to the situation. It is important to provide education and direction to children in managing emotions and expressing their desires positively and nonviolently, as well as helping them develop healthy conflict skills and an understanding of the importance of effective

communication.

Most children (51.1% and 27.2%) are often or always excited when trying to involve others in a game. However, there is still a small percentage of children (2.2% and 19.4%) who rarely or sometimes show such a tendency. The willingness of children to involve others in play and to be excited about doing so is a positive thing, as it can create fun experiences and strengthen social bonds. It is important to provide support and set a good example for children in developing an inclusive and collaborative attitude when playing with others..

Most children (56.7% and 38.3%) rarely or sometimes respond negatively to a friendly approach taken by peers. However, there is still a small number of children (5%) who often respond with anger or fear to the approach. It is important to provide education and guidance to children in developing a positive attitude in interacting with peers, including encouraging them to respond in a friendly and supportive way.

Most children (36.1% and 42.2%) rarely or sometimes showed enthusiasm for behaviors that were considered inappropriate, disruptive and noisy by others. However, there were still a small number of children (18.9% and 2.8%) who often or always showed such tendencies. It is important to provide children with an understanding of social norms and boundaries of acceptable behavior, and help them develop appropriate social skills in interacting with others.

Most (58.3%) rarely or never showed excessive negative emotions when trying to invite others to play and their friends refused. However, there were still a small number of children (33.9% and 7.2%) who sometimes or often showed these negative emotions. It is important to help children manage emotions, cope with disappointment and develop more adaptive social skills in the face of rejection and complex social interactions.

The survey results show that a minority of children still show a lack of flexibility, emotional

activation, reactivity, anger dysregulation, and mood lability. It is important for parents and teachers to stimulate children's emotions to have good emotion regulation. There are two main ways for parents or teachers to support children in regulating emotions well: generally creating a supportive environment and specifically providing emotion regulation assistance. In general, creating an environment where children feel safe and supported in expressing emotions, talking about emotions, and practicing emotion regulation strategies is essential for developing adaptive emotion regulation abilities (Denham, Bassett, & Zinsler, 2012). Such an environment can be established through efforts to build positive relationships between children and adults, where adults show consistency, responsiveness, and warmth in responding to children's emotions (Eisenberg et al., 2005).

Specifically, to encourage the development of adaptive emotion regulation skills, parents or teachers can model the use of emotion words by labeling expressions of emotion throughout the day and demonstrating appropriate emotion regulation strategies through words and actions (K. A. Blair et al., 2004). Parents and teachers can also support adaptive emotion regulation by labeling, acknowledging, and validating children's feelings, and guiding children in coping with intense or negative feelings (Ellis, Alisic, Reiss, Dishion, & Fisher, 2014). Through the "emotion coaching" approach, adults help children (1) recognize that children have emotions, (2) identify different emotions, (3) learn to express emotions appropriately according to specific situations, and (4) talk about their feelings when they express these emotions. This helps children become competent in managing their emotions as they use adaptive emotion regulation strategies. As children become more independent in using adaptive emotion regulation strategies, encouraging them to interact socially with peers, for example by role-playing together, can provide

opportunities to model and practice emotion regulation strategies in social interactions, and form positive peer relationships (Denham et al., 2012).

Conclusions

Emotion regulation skills at the age of 5-6 years the survey results show that most children have good emotion regulation skills, but there are still a small number of children who have emotion regulation skills that need further stimulation. These emotion regulation skills can affect children's academic and socioemotional journey in primary school. Therefore, tiered and supportive interventions in general to enhance adaptive emotion regulation strategies as well as providing additional support to students who experience difficulties in adaptive emotion regulation can be an important consideration in preventing behavioral problems and promoting early success in academic achievement and socioemotional competence in school.

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