



School-based Interventions Addressing Emotional Regulation in Adolescents: A Scoping Review

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Introduction

School-based interventions targeting emotional regulation are gaining importance because of mounting evidence of its association with school violence. Emotional intelligence is an important factor to target within the individual level of the Social-Ecological model when pursuing better health outcomes of a community.

Objective

To conduct a scoping review of the existing school-based interventions to address emotional regulation in adolescents.

Methods

We searched the literature for peer-reviewed publications within the past 5 years that evaluated the effects of a school-based intervention on emotional regulation in adolescents (aged 10-18) and reported the outcomes associated with emotion regulation skills.

- This scoping review was conducted using the criteria from PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses).
- Academic databases used were PubMed and PsycINFO.

Results

- 77 published studies were screened of which 12 studies were included in the final review.
- We categorized the emotional regulation interventions as curriculum based, mindfulness and yoga, and other social and personal skills-based intervention strategies/delivery methods.

Curriculum-Based Interventions

1st Author (Date)	Research Design	N	Intervention	Results
Sullivan (2015)	Randomized Control Trial (RCT)	457	Violence prevention program	Students w/ disability: emotion regulation ($d = -.35$). Students w/o disability: Overt aggression ($d = -.33, p = .004$)* Victimization of students w/ disabilities ($d = -.58, p = .025$)*
Rutledge (2016)	RCT	709	Cognitive & behavioral based early intervention and prevention program	Coping efficacy with anxiety, fear, & worry ($p=0.006$)*
Claro (2015)	Non-Randomized Control Trial (N-RCT)	41	Cognitive emotion regulation program	positive reappraisal ($p = .05$)*, self-blame ($p = .30$)*, rumination, ($p = .17$)*
Powell (2016)	Quasi-experimental study	110	Psychosocial curriculum	Self-efficacy ($p=0.678$ $d=0.08$)

(* = significant p-value)

Mindfulness and Yoga Interventions

Frank (2017)	RCT	159	Yoga-based social-emotional wellness promotion	Positive stress coping skills ($p=0.03, d=0.12$)*
Meldeson (2015)	RCT	49	Trauma-informed group intervention with mindfulness strategies	teacher-rated dysregulation ($p<0.01$)*. self-report outcomes did not vary by study group or dose
Kang (2018)	RCT	100	Mindfulness meditation	Decrease global affect disturbances ($p < 0.001$)*, increase positive affect ($p = 0.001$)*
Sanger (2018)	N-RCT	40	Mindfulness curriculum	increase in self-report well-being ($p = .001, d = 1.1$)*
Bluth (2015)	Mixed-Method Quantitative Study	18	Mindfulness curriculum	mindfulness & self-compassion ($p = .003$)*, mindfulness & life satisfaction ($p = .006$)*, self-compassion and perceived stress ($p = .002$)*, self-compassion & life satisfaction ($p = .002$)*, life satisfaction & perceived stress ($P = .001$)*
Dariotis (2016)	Qualitative Study	22	Mindful yoga intervention	Self-reported improved impulse control and emotional regulation

Other Interventions

Reiter (2016)	RCT	77	Positive psychology intervention	Problems and Worries ($p = .05$)*, Dysphoria and Low Self-Esteem ($p = .05$)*, Rumination ($p = .03$)*
Filella (2018)	Quasi-experimental Study	903	Gamified Emotion Education Program	Emotional Competency in resolving conflict ($p=0.68, d=0.03$)

Conclusion

In Conclusion, our study findings suggest that school-based intervention programs focused on emotional regulation have promising outcomes.

Limitations

Mindfulness & Yoga: Reliance on youth self-report is a methodological limitation; the degree of teachers' and students' adherence to protocols was not monitored; and, there were no long-term follow-ups.
Curriculum-based: Small sample size limited generalizability of the studies, and one study had primarily males.
Other: Lack of long-term follow-up

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