Emotional regulation (ER) can be defined as the systematic adjustment of emotions, including their intensity and duration and their influence in other psychological processes (such as memory or social interaction) (Cole et al, 2004). ER is a basic competence to develop in early childhood.

The main objective of the present was to assess the changes in ER in children that have completed a program to stimulate executive function (PEFEN) in comparison with a control group.

Method
A total of 46 children (5 years old) participated in the study. Half of them received the PEFEN Program (N=23, Intervention Group), while the other half received standard stimulation (N=23, Control Group).

The PEFEN (Cruz-Quintana et al., 2014) was administered by the teacher during 3 months. For assessing ER, mothers completed, after and before the program, the Spanish version of the Behavior Rating Inventory of Executive Function Preschool Version (BRIEF-P) and a self-report measure, designed for this research, which included information about the family-child interaction.

The PEFEN program includes activities that integrate different component of executive function including:

- Working Memory
- Inhibition
- Flexibility
- Attention
- Mindfulness Techniques

Results
Statistically significant results were obtained between groups in the dimensions of Emotional Control and the Impulsivity.

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>Pre M (SD)</th>
<th>Post M (SD)</th>
<th>Cohens D</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIEF-P</td>
<td>Experimental 16.16 (3.46)</td>
<td>14.77 (3.22)</td>
<td>0.41</td>
<td>Moment</td>
<td>0.087</td>
</tr>
<tr>
<td>ER</td>
<td>Control 15.44 (4.14)</td>
<td>16.50 (4.54)</td>
<td>-0.24</td>
<td>Group</td>
<td>0.185</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Moment-Group</td>
<td>4.674</td>
</tr>
</tbody>
</table>

Conclusions
Emotional regulation is a central skill that helps children to adequately solve problems and that promote and adaptive functioning. Early intervention in schools in this area may prevent future emotional, academic and work-related obstacles in children.