

IMPROVEMENT IN EMOTION REGULATION IN CHILDREN OF PRE-SCHOLAR EDUCATION: EFFECTS OF A PROGRAM FOR PROMOTING EXECUTIVE FUNTIONS (PEFEN)

Miguel Pérez-García, Manuel Fernández-Alcántara, Purificación Pérez-García, M^a Nieves Pérez-Marfil, Natalia Hidalgo-Ruzzante, Rocío Pérez-Lobato, Belén Aglio-Ramírez & Francisco Cruz-Quintana

Mind, Brain and Behavior Research Center (CIMCYC). University of Granada (Spain)



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

Flexibility

Inhibition

Attention

Mindfulness
Techniques

Results

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

VARIABLES		Pre M (SD)	Post M (SD)	Cohens' D	F	p	
BRIEF-P	Experimental	16.16 (3.46)	14.77 (3.22)	0.41	Moment	0.087	.770
	Control	15.44 (4.14)	16.50 (4.54)	-0.24	Group	0.185	.670
					Moment-Group	4.674	.038*

VARIABLES	Experimental		Control		X ²	p
	YES	NO	YES	NO		
Less impulsive	15 (83%)	3 (16%)	8 (36%)	14 (63%)	8.937	.003

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.