

# PROGRAMA DE INTERVENCIÓN PARA LA MEJORA DE LA REGULACIÓN EMOCIONAL EN EL ALUMNADO DE 4º DE PRIMARIA DEL CEIP PENYAGOLOSA

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## RESUMEN

La regulación emocional consiste en los esfuerzos del individuo, de forma consciente o inconsciente, para influenciar en la intensidad y duración de sus emociones respecto al momento en el que surgen, la experiencia que conllevan y su expresión (Gross y Thompson, 2007). Los trastornos más frecuentes están relacionados con procesos de desregulación emocional. Por ello, deben realizarse esfuerzos interdisciplinarios desde la primera infancia como forma de prevención, y así, disminuir la vulnerabilidad a la manifestación de trastornos afectivos. En este sentido, el programa de intervención va dirigido a prevenir la sintomatología emocional y mejorar las estrategias de regulación emocional. Se trata de un estudio piloto de viabilidad cuya muestra se compone de 22 participantes del CEIP Penyagolosa de edades comprendidas entre 8 y 10 años ( $\bar{X}=8,86$  y  $DT=0,69$ ). Por demás, 3 de ellos presentan sintomatología ansiosa ante situaciones concretas. El programa consta de 6 sesiones, con 10 actividades en total de 50 minutos cada una. Para evaluar la eficacia de la intervención se realizaron tanto, entrevistas a la familias (del alumnado afectado emocionalmente) como a la tutora. Así como, se diseñaron los siguientes cuestionarios: a) "Cuestionario para la evaluación del programa" (alumnado), b) "Cuestionario de Indicadores de logro" (tutora) y c) "Cuestionario de Satisfacción de las sesiones" (alumnado). Los resultados muestran como tras la intervención el miedo y ansiedad del alumnado afectado emocionalmente había disminuido, y mostraban predisposición por asistir a clase, al tiempo que, su rendimiento académico había aumentado. En general, el alumnado presenta una satisfacción con el programa y una mejora de los conocimientos acerca de diferentes aspectos emocionales, así como la adquisición de nuevas estrategias de regulación emocional. Así pues, para este grupo de participantes ha resultado eficaz permitiendo la adquisición de nuevos conceptos y estrategias para el adecuado manejo de emociones.

**Palabras clave:** *regulación emocional, intervención, participantes entre 8-10 años, estudio piloto de viabilidad.*

## ABSTRACT


Emotional regulation consists of the individual's efforts, consciously or unconsciously, to influence the intensity and duration of their emotions with respect to the moment in which they arise, the experience they entail and their expression (Gross and Thompson, 2007). The most frequent disorders are related to emotional dysregulation processes. Therefore, interdisciplinary efforts should be made from early childhood as a form of prevention, and thus, reduce vulnerability to the manifestation of affective disorders. In this sense, the intervention program is aimed at preventing emotional symptomatology and improving emotional regulation strategies. It is a pilot feasibility study whose sample is composed of 22 participants from CEIP Penyagolosa aged between 8 and 10 years ( $\bar{X}=8.86$  and  $SD=0.69$ ). In addition, 3 of them present anxious symptomatology to specific situations. The program consists of 6 sessions, with a total of 10 activities of 50 minutes each. To evaluate the effectiveness of the intervention, interviews were conducted with the families (of the emotionally affected students) as well as with the tutor. The following questionnaires were also designed: a) "Questionnaire for program evaluation" (students), b) "Questionnaire of achievement indicators" (tutor) and c) "Questionnaire of satisfaction with the sessions" (students). The results show that after the intervention, the emotionally affected students' fear and anxiety had decreased, and they showed a predisposition to attend class, while their academic performance had increased. In general, the students showed satisfaction with the program and an improvement in their knowledge about different emotional aspects, as well as the acquisition of new strategies for emotional regulation. Thus, for this group of participants, the program has been effective in allowing the acquisition of new concepts and strategies for the adequate management of emotions.

**Key words:** *emotional regulation, intervention, participants aged 8-10 years, pilot feasibility study.*



# Intervention program for the improvement of emotional regulation in 4th grade students of CEIP Penyalgolosa

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**22 participants**  
Mean Age = 8,86  
SD = 0,69

## THEORICAL FOUNDATION

Emotional regulation consists of efforts by the individual, consciously or unconsciously, to influence the intensity and duration of their emotions with respect to the time at which they arise, the experience they entail and their expression (Gross & Thompson, 2007). The most prevalent disorders in clinical practice are those related to emotional dysregulation processes. There is evidence that emotional regulation (ER) training can improve treatment and prevent their onset. The development of emotional competences can represent an improvement in multiple aspects of life. It is important to work on it from childhood and during the whole school stage in a transversal way as a way of preventing not only future clinical pathologies but also suicidal ideation or behavior, since it has become an important public health problem in adolescence.

## OBJECTIVES

To prevent emotional symptomatology and improve emotional regulation strategies

- 1 Learn to identify emotions and their components.
- 2 Reduce the physiological activation produced by anxiety.
- 3 Modify maladaptive thoughts to adaptive ones.

## INSTRUMENTS

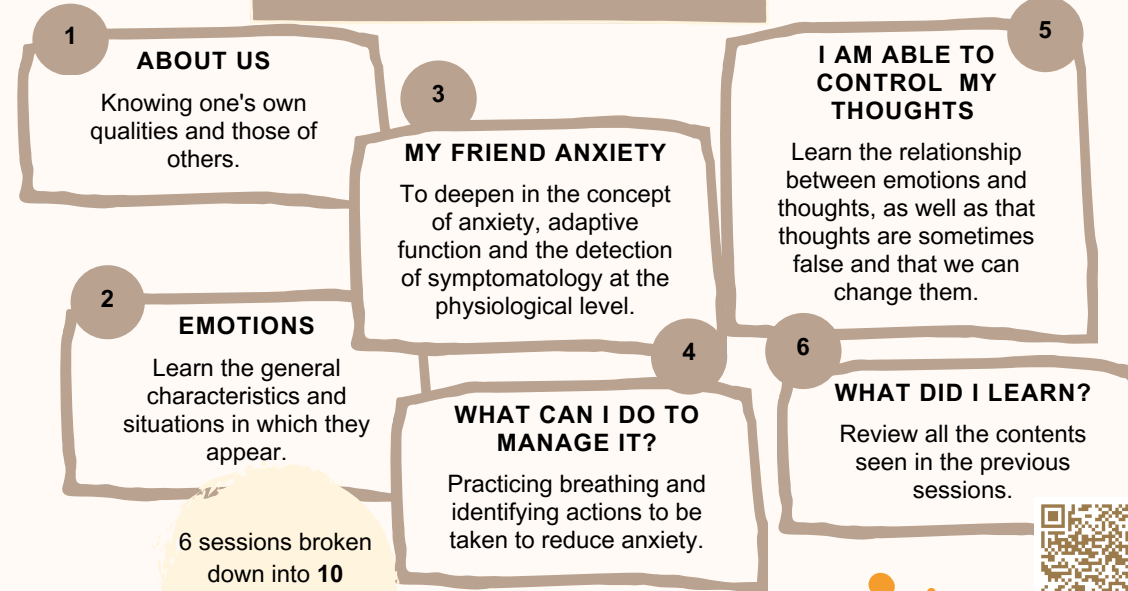
- Interview with the family (of the emotionally affected students) and tutor (pre and post)
- "Session Satisfaction Questionnaire" (post)
- "Questionnaire for program evaluation" (pre and post)
- "Achievement Indicators Questionnaire" for the tutor (post)

Pilot feasibility study

Rating from 1 to 4 with 1 being "Strongly disagree" and 4 being "Strongly agree":

1. I consider that after the sessions the cohesion of the group has been fostered.
2. The students know what emotions are.
3. They know the general characteristics of emotions, such as that they are brief and fleeting.
4. They know that avoiding situations that provoke fear and anxiety is not a good strategy to reduce it.
5. They know how to distinguish which emotions they feel in different situations, for example, if they feel anxiety before an exam.
6. They know how to identify in their body the signs that indicate that they are feeling anxiety.
7. They know that anxiety is an emotion that will allow us to prepare ourselves for a dangerous situation.
8. They know the breathing technique to reduce the activation that causes anxiety in our body.
9. They have identified situations that can help them to reduce anxiety.
10. They know that we can change what we think.
11. They know that our thoughts will influence how we feel.
12. They know that sometimes what we think is not true.
13. They have learned to modify those thoughts that do not make them feel good and that are not true, for others that make them feel better and adapt to reality.

## PROGRAM SESSIONS

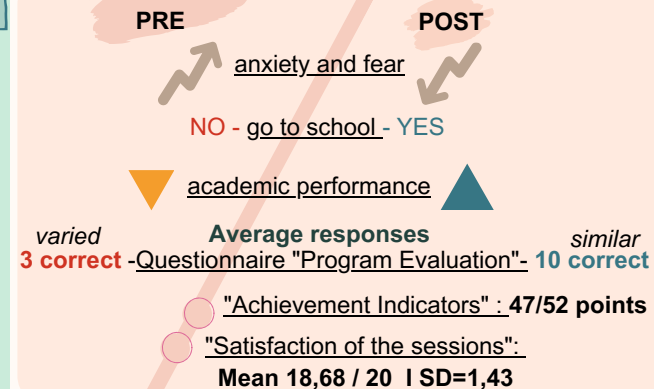


6 sessions broken down into 10 activities of 50 minutes



Activities

## RESULTS



## CONCLUSIONS

The program improved knowledge about emotional aspects and ER strategies. The family of the affected students and the tutor reported that they observed a decrease of anxiety in the children. In addition, the students stated that they found the activities fun and adapted to their age, that they have acquired new knowledge and that they would recommend it for future years. In summary our findings highlight the importance of emotion regulation to promote the personal and social wellbeing of students.

**Proposals for improvement:**  
Evaluation with BarOn EQ-i:YV and SENA  
Extend the intervention to all families and external centers

1. How many basic emotions are there?
2. What are they?
3. Point out the correct alternative:  
a. Emotions are enduring.  
b. All emotions have an adaptive function.  
c. Faced with the same situation, all people feel the same way.
4. Alicia thinks her mother will be angry with her because she got bad grades on a test. What emotion might she be feeling?
5. Point out the false alternative:  
a. Fear appears before a situation of danger, which is always real.  
b. Fear helps us, as it makes us act with caution.  
c. Fear generates a feeling of insecurity.
6. Andrés is an 8-year-old boy who is very anxious about speaking in front of his classmates because he thinks they are going to laugh at him, what do you think he might feel about his body?
7. Do you think that what Andrés thinks is true?
8. What could he think of to make him feel better?
9. If you were Andrés, what would you do to calm down?
10. Point out the false alternative:  
a. What we think influences how we feel.  
b. What we think is sometimes true, sometimes not.  
c. What we think, we cannot change.

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