

# HASIL CEK\_Emotional Regulation Module Design The Prevention Againts Child Abuse in Yogyakarta

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# Emotional Regulation Module Design: The Prevention Against Child Abuse in Yogyakarta

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## ABSTRACT

This article explains the conceptual framework of an emotional regulation training module designed for parents who commit in act of child abuse in Yogyakarta. In the previous study, 330 parents of early childhood were surveyed in 4 sub-districts in Yogyakarta (Gondomanan, Umbulharjo, Gedongtengen, and Ngampilan) using the closes-ended questionnaire. Data shows 63% of respondents agree that child abuse should not be done and 35% of respondents agree that child abuse can be done only with clear and legal reasons. Surprisingly 98% of respondents reported that they have committed violence to their children physically or non-physically. This phenomena is critical because the parents' perception about child abuse does not prevent them from committing such behavior. According to the literature review, this condition can be caused by lackness of the emotion regulation of parents. Emotional regulation allows individuals to experience emotional control that initiated from cognitive domain processors that have impact on the affective domain then affects their behavior. A total of 122 parents in the previous study had negative perceptions about their children, namely assuming that they were stubborn children. This condition may negative affections and triggers parents to hurt children. Therefore parents must be able to regulate their emotions to prevent child abuse triggered by anger. Through the results of the research and literature review, we designed an emotional regulation training module for parents who commit in act of child abuse. This emotion regulation training module was developed using Gross (1998) emotional regulation strategies which in five stages that are situation selection, situation modification, attentional deployment, cognitive change, and response modulation. The researcher developed the five stages of the strategy into relevant training activities to increase emotional regulation in parents. The model has been validated by experts and will be trained to parents who commit in child abuse in Yogyakarta.

**Key Words:** emotional regulation, child abuse, parent, early childhood, module

## 1. INTRODUCTION

Emotional regulation is a fundamental aspect of healthy psychological functioning (Gresham & Gullone, 2012) and an adaptive skill in adulthood (McRae et al., 2012). This includes intrinsic and extrinsic process responsible for managing individual's emotions toward goal accomplishment (Gresham & Gullone, 2012). The process involves both reducing frequency and sustaining the emotional responses. In other words, emotional regulation is internal and external process involed in imitating, maintaining, and modulating the occurance, intensity, and expressions of emotions (Morris, Silk, Aucoin, & Keyes, 2011). Lack of emotional regulation ability leads to disability in expressing appropriate emotion due to arousing situations (Brumariu, 2015). An individual might show unexpected behavior caused by an unimportant matter regarding to other person.

Emotional regulation is an important aspect of personality that should be owned by parent as it has crucial implication for future development espically for their children. Many studies have shown the impact of emotional regulation skill in children but less articles show the impact of emotional regulation lackness in parents. Meanwhile, emotional regulation is highly associated with attachment between parents and children which promotes more secure relationship between them (S. Kim & Kochanska, 2012). In other hand, low emobional regulation skill in parent would give negative impact both for the parents itself and the children. A study discovered that one of child abuse reason is lack of parents' emotional regulation. They agreed that child abuse should not be done but they do commit the action, yet they regret afterwards to the child (Wati & Puspitasari, 2018).

6 Difficulties in emotion regulation are thought to be central to a number of clinical disorders including generalized anxiety disorder and depression (Rutherford, Wallace, Laurent, & Mayes, 2015). The clearest example in parental case is they experience difficulties in managing anger that cause both verbal and physical child abuse (Wati & Puspitasari, 2018). This condition may hurt and affect children in long term run. Further, this may lead to the transmission of maladaptive regulation skills to children who tend to use the same emotional regulation strategy that found in their parents (Bariola, Hughes, & Gullone, 2012). Failure in regulating emotion in children predict some behavior problems such as aggression and antisocial behavior (H. Y. Kim & Page, 2013).

3 Despite the difficulty of mastering emotional regulation, a study found that individual's capacity to regulate their emotions appears to change across the lifespan. This statement emphasizes on understanding that emotional regulation capability will increase along the way an individual grows. There are significant changes to cognitive and affective system through adolescence to adulthood (Rutherford et al., 2015). This information has opened an optimistic hope that any parents have opportunity to modify their emotional regulation functioning and this process continue to change well into adulthood.

Previous study showed 98% of 330 early-childhood parents admitted that they have committed in violence act toward their children. Some of them committed in verbal abuse (ex. swearing, scolding, comparing with other children), while some committed in non verbal abuse (ex. bulging out of eyes, kicking, pinching, slapping, picking ear) even though they agreed that child abuse should not be done no matter the reasons are. Another important fact that we found is there are various reasons that those parents committed in child abuse. Most of parents gave reason that they want to discipline their children or to make their children do what they told to do so. More than half of those parents also reported that they perceive negatively about the children's behavior from the fact that they barely difficult to obey parents' admonition. In order to achieve those purpose, parents do shortcuts –which tend to be harsh- to change their children's behavior immediately.

According to contradicting facts above, we urged to investigate further our finding through literature. Later we learned that emotion regulation is responsible for managing one's emotion into appropriate expression and behavior due to arousing situations. In this case, parents are expected to be able to manage their emotion to avoid violence towards children and in the same time sustain this ability during the parenthood (Brumariu, 2015). Nevertheless, we understand that 4 regulating emotion is something that is not derived for granted. This is a skill that someone can learn as it is generally accepted that regulatory process can be both automatic and controlled (Bariola, Gullone, & Hughes, 2011). One might inherit fine emotional regulation from his offspring, others might obtain through intense training to enhance his regulation 5.

The capacity of a parent to regulate emotions is likely related to multiple cognitive functions (Rutherford et al., 2015). Through these cognitive functions a parent might recognize and maintain their own or their children's emotion which 4 later related to a specific behavior to encounter the emotional arousal. Gross (1998) is 13 functionalist who developed a process-oriented model of emotional regulation. According to the model, an individual initially evaluates cues from emotion-eliciting stimuli which determine the tendencies of behavioral 16 psychological response towards the stimuli. Thus, the responses could be adaptive or maladaptive (Bariola et al., 2011). Furthermore, Gross has provided a strategy to regulate emotion which we considered as an important source of our current project. Generally Gross divided the strategy into two sequences which each sequence consists of several points. Namely "antecedent focused" and "response focused" which distinguish between regulation process before and after emotional responses elicited (J.J. Gross, 1998).

9 In brief, antecedent focused consists of situation selection, situation modification, attentional deployment, and cognitive change. Meanwhile, response focused consists of response modulation. We adapted those points as the cores of emotional regulation training module for parents. In this article we will explain how we designed the emotional regulation training modul especially about the activities will be given in each strategy points. As it mentioned that Gross' emotional regulation strategy has 5 points, thus we divided the emotional regulation training into 5 sessions. We did literature research to decide what kind of activities will be suitable and appropriate to meet Gross' emotional regulation strategy. This training module itself aims to be a general guidance for trainers who intend to help selves in increasing emotional regulation. Since the preliminary study was conducted in Yogyakarta city, at the moment the usage of this training modul design is limited only in the same area.

We expect that this design could give contribution in current child abuse issues. Related to previous explanation that emotional regulation skill is important for appropriately expressing, maintaining and sustaining emotion: parents are expected to enhance their emotional regulation skill so that the number of child abuse decreased.

## 2. METHOD

The method used in this study is research and development approach. Model development refers to Borg and Gall (1983) which is suitable for our project that aimed to produce a specific product. In our case, the product is emotional regulation training module. Research and design model has 10 steps in procedures that are conducting 1) Identification or preliminary study to collect necessary data about society needs, 2) Defining the variable, product purpose, and activity service sequences, 3) Developing initial design of the product (training module) including preparing activity materials and evaluation inventories, 4) Judgment expert validation (by 2 psychologist and 1 trainer) to evaluate if the initial design of modul has met psychological concepts and appropriate to use, 5) Revising module according to experts comments and suggestion, 6) Initial field test I towards subjects in small scale (about 10 person), 7) Revising module according to subjects comments and evaluations, 8) Operational field test II towards subjects in larger scale (about 25-30 person), 9) Final revision of the product, and 10) Product dissemination and implementation (Ayryza, 2009).

In the first year we have conducted step 1 to 5 meanwhile step 6 to 10 will be conducted in second year. The variabel in this study is emotional regulation training module which we defined from the preliminary study result. As told that approximately 98% of 330 parents have committed in act of violence to their children, eventhough they understood that such violence should not be done. Using this fact we searched for literature and found that regulation emotion is common issue for such situation. Emotional regulation training is one method to encounter child abuse by parents, thus we prepared the module to be operated by trainers.

ER module was designed based on ER strategy which consists of 5 steps that are situation selection, situation modification, attentional deployment, cognitive change and response modulation (Borg & Gall, 1983). Thus, we elaborated those steps into 5 activity sessions which each activity session would represent each ER strategy step to help parents regulating their emotions. The activity sessions will be explained in result and discussion.

Three experts were requested to examine our ER training module by giving comment and suggestion on evaluation inventory given. They are psychologist both in educational and clinical area, and one of them is experienced trainer. Continuous correspondence was conducted to revise module's concept and content.

## 3. RESULT AND DISCUSSION

In this part, we will explain about research and development steps that have been conducted to produce a training module design. The description below aimed to help readers understand about developing process of this ER training module.

### 3.1. Identifying Problems and Defining Variable

Preliminary study shows 98% of respondents believe that parents should not commit in violence towards children and only 2% believe that violence towards children is allowed. This data reveals that actually participants are aware and understand about ideal parents' behavior. In contrary 98% of respondents reported that they also have been committed in violence towards their children both in physical (45%) and non physical (54%). Two major responses as the reason of these violence are either parents want to discipline their children or they perceive children as naughty and stubborn. Respondent also answered that the violence is a form of punishment when children disobey parents' advices.

Some related studies mentioned that parent's level of knowledge, attitudes, experiences and environmental influences are some responsible factors of child abuse (Fitriana, Pratiwi, & Sutanto, 2015). Parents' emotional adjustment and attitude towards parenting concept are best seen as internal factors (Lundahl, Nimer, & Parsons, 2006). Thus we interpret that the way parents see their children will affect the way they act towards children. In current study, more than half parents committed violence on children perceive their children as stubborn kids which may affect their maladaptive behavior, and they regret afterwards. This shows that there is inconsistency between parents' cognitive (believe or knowledge), behavior (violence), and affective (regretness).

In fact, some findings discovered that both physical and non-physical child abuse will give further impact for the child's development. A child with emotional and behavioral problem could be one impact of violence in parenting that they find difficulties in self adaptation, self forgiveness, and self regulation (Moore & Pepler, 2014). Negative statement and opinion will be internalized and confirmed by the children so that

they will believe that their selves are negative. Further, this may degrade the children's self esteem (Mackowics, 2013).

Another key finding in relation to the factors that cause abusive behavior in this study is driven by parents expectation to disciplining their children. Instead of using soft approach to reach their expectation, they use slightly ruthless approach which thought to be more effective. They believe that soft approach will not work upon their 'stubborn' kids, while ruthless will do. Some references mention that violence towards children in parenting caused by parents' frustration of their children behavior (The National Child Traumatic Stress, Network, Physical Abuse Collaborative Group, 2009). It emphasizes that the ruthless approach used by parents does not always have meaning that parents do not love their children. There is a universal understanding that every parents love their children and expect the best for them, thus actually parents do not have intention to hurt their children. Apparently, parents do violence in parenting aim to discipline children so that they behave good (Fitriana et al., 2015).

We concluded that there are three important findings from the preliminary study about child abuse in parenting. Those are cause, form and impact of violence committed by parents toward children. As mentioned above, the violence in parenting caused by parents' perspective about their children and they expect children become discipline thus violence seen as the effective way to do so. They also use violence as punishment for children's misbehavior. The form of violence is varied from physical (pinching, hitting, slapping, kicking), verbal (swearing, scolding, comparing with other children) and non verbal (giving sign, bulging out of eyes).

### 3.2. Developing Initial Module Design

We develop ER training module based on ER process by Gross (1998). As mentioned above that ER process includes 5 strategy steps divided into two focuses that are *antecedent-focused* and *response-focused* emotional regulation strategies. Antecedent-focused strategies refer to things we do before the emotion response tendencies have become fully activated and have changed our behavior and peripheral physiological responding. Response-focused strategies refer to things we do once an emotion is already underway, after the response tendencies have already been generated (James J. Gross & John, 2003). In relation to our ER training module, we suggested several activities to represent each strategies. A trainer will guide the activities in the program sequently and later participants are asked to re-demonstrate what they learned. As ER process divided in two focuses, participants are allowed to choose their own approach suitable for presence condition. They might choose to apply ER activity before emotional response elicits (consequently some condition that may elicit negative emotions should be understood), or they also probably more powerfull to apply ER activity after recognizing their emotional and behavioral changes. Activities in ER training module should be seen in Table 1.

Table 1. Activities in Emotional Regulation Training

Focus	Strategies	Activity Purpose (Inviting participants to .....)	Approach
Antecedent-Focused	Situation selection	recognize situation and condition that elicit negative emotions	Self-reflection, discussion, psycho-education
	Situation modification	modify uncomfortable situation that may leads to negative emotions, into more comfortable positive situation	Self-reflection, discussion
	Attentional deployment	distract prior focus that potentially rise the negative emotions in order to not be too involved in eliciting situation	Self-reflection, discussion
	Cognitive change	find positive alternative thoughts about current negative emotion triggering situation	Self-reflection, discussion, assignments
Response-focused	Response modulation	influence physiological, experiential, or behavioral responses directly	Relaxation training (emotional awareness and letting go)

The first ER activity is using *situation selection strategy*. Situation selection involves taking actions to make it more likely that someone will be in situation she/he expects will give rise to the emotions she/he would like to have (J.J. Gross, 1998). In transforming this strategy into practical activity, firstly we invite participants to mention what kind of emotions they recognize. This will be a good starter to get to know the depth of participants' knowlege related to the topic. We do not flooding the participants with information

that probably new to them because this may execute their self defense and stop them from telling their real perspective. Common perspective in Indonesia society has the term of 'emotion' when people actually intend to mention 'angry', 'anger', 'upset', or 'mad', thus the emotion term associated with only negative emotions. This first question will lead to response variety, some participants probably have known about positive and negative emotions and some others are not. After discussing about the term of emotion based on participants' perspective, we begin to explain the term based on theoretical study. This approach also helps us to deliver knowledge mannerly in order to respect the participants' value.

Following the terminology of emotion discussion, participants will be given work sheets and told to be more focus to recognize negative emotions. In some allocated time, participants need to reflect and to recall their prior memory related to all situations and conditions that are effective in triggering negative emotions towards their children such as anger or disappointment. Through recognizing those situations, parents will increase their awareness of what might come so that anticipation acts should be conducted immediately. In relation with the definition of situation selection strategy, by practicing this activity participants will be more conscious to choose the situations they likely would experience. To achieve the purpose in this activity, the trainer should not drive participants to any specific presumptions according to her/his own perspective. Participants are free in uttering their opinion.

The next activity is based on *situation modification* strategy that according to Gross it is included in external modification. In this activity participants are trained to modify potentially upsetting physical environment. For example, a mother might take the children out of home for sight seeing when tantrum symptoms are shown or a father is very good at making funny jokes upon his kid's maladaptive behavior to avoid contagious negative emotion. Those acts helps parents to dig more positive emotions by changing the environment atmosphere that likely both parents and children will feel the difference. In this activity all participants are invited to share ideas and thoughts to overcome some variance of upsetting situations and how to modify it.

*Attentional deployment* strategy is the next step of ER activity. Unlike situation modification that focuses on how to change external environment, attentional deployment concerns more to internal process. As Gross emphasized that it is possible to regulate emotion without actually changing the environment but by redirecting attention within a given situation (J.J. Gross, 1998) or simply distract the attention from an uncomfortable situation. The first step in this activity is participants are asked to tell the group about something they like and how far they can take advantage of it to overcome an uncomfortable situation. One might mention that they like to cook, to sing, to dance, to draw etc. related to hobby then we expand the discussion how those can be used to regulate emotion. For example, a mother redirects her son who intensely weeping for a new toy by telling an interesting story. And the easiest way to practice this strategy is simply by ignoring current situation that can be done with covering ears or turning eyes to other direction. In this activity, participants are also invited to share experiences and ideas about how to distract attention from eliciting situation.

*Cognitive change* refers to changing appraisals in a way that alters the situation's emotional significance (J.J. Gross, 1998). In this part participants are given a worksheet to reflect their emotional experiences that reached to abusive behaviors. Afterwards, positive alternative thoughts of such experiences should be trained and redemonstrated towards own children. One example of this activity is a woman found that her son is too active that sometimes he hurts other kids. At the first place she might perceive that her son is naughty so that she always uses ruthless approach to make her son discipline. The alternative way to perceive about her son more positively is to make an understanding that an active child shows that he is a smart and healthy kid, and it is a common behavior because he is just a kid. This appraisal changing is thought to lead to different emotions (Scherer, Schorr, & Johnstone, 2001). Consequently will affect to different behavior towards children.

The last strategy is *response modulation* that categorized in response-focused strategy. The activity in this part will teach the participants how to regulate their emotions once a negative emotion has been appeared. One example of this strategy is by doing relaxation which helps participants to restrain stressness, in this case all participants practice the 'emotional awareness' and 'letting go' relaxation together. Assignment sheets will be given as a control instruments to assure that participants redemonstrate the strategies at home.

### 3.3. Validating and Revising Module

Three validators have given evaluation to enhance the quality of current ER training module design. Some important evaluations noted are 1) The session sequences need to be divided according to two categories (*antecedent-focused* and *response-focused*), thus the strategy activities will be handy understood and

followed by the participants, 2) Validators noticed that the activities we planned still lingers to cognitive level. Since the purpose of this ER module training is to decrease abusive behavior, we need to add a role play activity in order to place participants in manipulated situation that similar to real situation, 3) The technical guidance needs to be more rigid and detail as the module will be used by other trainers, 4) Activities' meaning should be deeper in order to achieve the purpose of the ER module.

Based on evaluations above we have been revising the ER training module. We also search for other references to consider more appropriate activity in transmitting the ER process strategy. Also we are still in process in developing this module by completing the work sheets, schedules, and technical guidance.

#### 4. CONCLUSION

This module has been developed until 5th step according to research and development method by Borg and Gall (1983). The validation process reached a decision that this module is appropriate to use by several revision in the content as mentioned in poin 3.3 above. The purpose of this module usage is to enhance emotional regulation skill in parents with abusive behavior towards children. We expect that parents will be able to manage their In further research, we will conduct a try out for 15 participants to evaluate the effectiveness of guidance and language of this modul. Further 30 participants involved in next try out to see the effectiveness of the training itself.

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