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Applications of Mental Wellness and Behaviour Therapy Approaches for Educational Therapists working with children with emotional regulation difficulties

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Abstract

This paper examines the theories and applications of emotional regulation, focusing on evidence-based mental wellness and behaviour therapy (MWBT) approaches to support children's development. It explores key factors influencing emotional regulation and presents neuroscience-informed strategies, including psychoeducation, cognitive reappraisal, mindfulness, and Acceptance and Commitment Therapy (ACT). These strategies are discussed from the perspective of an educational therapist, with a focus on how

they enhance self-awareness, emotional resilience, and adaptive behavior in children. Continuity in skill application across therapy, home, school, and community settings is also discussed using the Family-School-Hospital (FiSH) model as a framework for collaboration. By adopting an integrated approach, educational therapists can effectively promote emotional resilience and foster academic and social success in children.

Keywords: Emotional Regulation, Mental-Wellness, Behaviour Therapy, Educational Therapist Family-School-Hospital Collaboration

Introduction

Emotional regulation is a dynamic and multifaceted process through which individuals manage emotions effectively, maintain balance, and respond appropriately to challenges they face^[1]. Understanding emotional regulation is essential for supporting children with emotional and behavioral difficulties, as it promotes mental wellness and improves emotional and behavioral regulation in therapy settings. This is especially important for therapists working with children under 12 years old, as their ability to regulate emotions can affect their academic performance, social interactions, and overall well-being. Emotional regulation is both a conscious and unconscious process^[2]. Children who are mindful of their emotions can deliberately self-regulate when they feel frustrated. They may also unconsciously experience relief after taking a deep breath. Emotional regulation helps children maintain balance, ensuring their emotions do not disrupt learning, relationships, or daily functioning^[2].

Studies suggest that emotional regulation improves as children age, with girls being more likely to use positive strategies such as re-evaluation and active coping^[3, 4]. When regulation skills are well-developed, children can respond thoughtfully to challenges, fostering resilience and adaptability. Conversely, experiencing emotional dysregulation can inhibit learning by blocking cognitive processes. Dysregulation often occurs when children experience stress or anxiety in response to perceived threats^[5]. It can also lead to impulsivity, emotional outbursts, and difficulties in meeting academic and social expectations. These challenges are particularly pronounced in children with neurodevelopmental conditions such as Attention-Deficit/Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), and mood disorders, as they display impulsive behaviors due to poor emotional regulation^[6]. Impulsivity, defined as acting without forethought or considering consequences^[7], often plays a significant role in these conditions. In educational settings, impulsivity and emotional dysregulation can affect peer relationships, classroom learning experiences, and academic outcomes, making emotional regulation a critical focus in psychological and educational intervention strategies^[8].

Educational therapists provide structured levels of support to help children develop emotional regulation skills in both academic and social contexts. These varying levels of support allow therapists to teach emotional regulation skills in individualized settings before transferring them to small and large group environments. Research suggests that when children develop better emotional regulation skills, they exhibit behaviors that contribute to healthier coping mechanisms and adaptive learning strategies^[9]. Examples of such behaviors include:

- The ability to disengage from the intensity of an emotion
- The ability to interrupt cycles of rumination
- The ability to re-engage with a situation positively

Incorporating explicit emotional regulation skill training into therapy settings can equip children with strategies to navigate their emotions constructively. This approach leads to positive behavioral and mental wellness outcomes, including enhanced academic performance, improved peer relationships, and greater emotional resilience in the classroom. However, emotional regulation does not develop in isolation. Across the lifespan, emotional regulation is shaped by various internal and external factors that interact dynamically^[10, 11]. To design effective interventions, educational therapists must understand these underlying factors and their impact on a child's ability to regulate emotions.

Factors Influencing Emotional Regulation

Emotion regulation is influenced by intrinsic factors such as genetics, physiology, and psychology, as well as environmental factors that interact dynamically throughout a child's life^[10, 11]. Understanding these factors allows therapists to tailor interventions to address mental wellness and behavioral challenges effectively. Below are five primary factors that influence emotional regulation and their implications for therapy.

1. Genotypic Factors

Genetics play a foundational role in shaping emotional reactivity and regulation^[12]. The serotonergic system, a widespread network in the central nervous system, helps children regulate both emotional experiences and cognitive processes. Fluctuations in serotonin levels can impact mood and emotional stability^[13]. Some children may have a genetic predisposition to heightened emotional sensitivity, resulting in increased personal distress in emotionally evocative situations. Such children require targeted strategies to build their behavioral and emotional regulation skills.

2. Somatic Factors

Different emotions create distinct response patterns within the autonomic nervous system (ANS). The physiological organization and coordination of the ANS influence emotional regulation^[14]. For example, children with better heart rate variability often demonstrate stronger emotional coping mechanisms, as there are shared neuroanatomical connections between the ANS and the central nervous system (CNS). Conversely, those exposed to chronic stress or trauma may experience ANS dysregulation, making emotional regulation more challenging. Educational therapists working with children experiencing ANS dysregulation should integrate calming techniques such as mindfulness and breathing exercises to support ANS regulation and promote mental wellness.

3. Psychogenic Factors

Psychogenic factors, such as early life stressors and adverse childhood experiences, can significantly impact brain development and emotional regulation^[15]. These stressors may include abuse, neglect, or challenging family environments involving mental illness, substance abuse, parental separation, or incarceration^[16]. Early childhood adversity affects the hypothalamic-pituitary-adrenocortical (HPA) axis, increasing the risk of developing future mental health issues^[17, 18]. Secure early attachments, in contrast, foster effective coping mechanisms in children^[19]. Recognizing early signs of stress, dysregulation, or emotional difficulties allows therapists to provide timely, age-appropriate interventions that promote emotional growth.

4. Sociogenic Factors

Sociogenic factors in mental wellness of children are usually those produced by the primary or secondary environment where children are in. Children naturally match their behaviour, body responses, and brain activity to their physical and social surroundings, even without consciously paying attention^[20]. A child's environment which exposes children to emotional and social threats can contribute to stressful experiences affecting their emotional regulation. Severe and chronic stress during early childhood can lead to neuroendocrine changes that make the nervous system more reactive and defensive^[21]. These stressors, including family conflicts or school-related challenges such as discrimination, can hinder a child's ability to manage emotions effectively^[22]. When a child succumbs to potential emotional threats in the environment at school (e.g., remarks from a teacher or classmate, or being name-called by peers) and lacks the cognitive ability to reason through and regulate that sense of threat, they are unlikely to be able to focus optimally on the learning content in the classroom. Studies by Barbaro *et al.*^[23] also found that children who experienced being bullied in schools have poorer executive function and decision making skills which as a result of higher hair cortisol levels. On the other hand, supportive relationships and stable environments promote emotional stability and resilience.

Educational therapists can support children's emotional regulation by creating safe and affirming environments by fostering collaboration between families, schools, and other support systems. The Family-School-Hospital (FiSH) is an effective framework for creating such environments that help children develop better acquire, generalise and transfer emotional regulation skills across clinical, home and school settings. By working closely with parents, educators, and health professionals, therapists can create a supportive network to develop positive emotional development in children.

5. Neurogenic Factors

Neurogenic factors are those that are induced from the nervous tissue which affects the cognitive processes. Children with neurodivergence often display challenges with sensory and emotional regulation as their brain processes information differently from others. This may be in the form of hyper or hyper-sensitivity in emotional responses to stimulus. This includes children with conditions such as children's Attention Deficit Hyperactivity Disorder (ADHD) or Autism Spectrum Disorder or those with mental health conditions such as generalised anxiety disorders, mood disorders. Sensory and emotional dysregulation in children with ASD is linked to specific

brain areas such as the anterior cingulate cortex and the insular cortex—both of which are involved in managing emotions and decision-making^[24]. In children with ADHD, differences in the functioning of the brain's meso-limbic dopamine system affect their ability to focus, manage anxiety, recover from stress, regulate sensory sensitivity, and control their emotions^[25]. Understanding these conditions and their impact on emotional control can better equip therapists with the knowledge to better design interventions that address both behavioral and emotional needs.

Neuroscience-Informed Theories of Emotion Regulation

Apart from understanding the factors that influence emotional regulation in children, educational therapists need to apply developments in neuroscience into the design of evidence-based mental wellness and behavioural therapy. Advances in neuroscience reveal that emotional regulation involves both psychological and neurobiological processes. Studies by Etkin *et al.*,^[26] highlights the crucial role of the amygdala in generating emotional responses and the prefrontal cortex in modulating these reactions through top-down control in emotional regulation.

As children grow and progress through the developmental stages, their prefrontal cortex matures and they are able to regulate emotions better and decrease emotional distress^[27, 28]. This can be seen in how children learn to calm themselves after feeling upset or stressed, showing improved self-control. Stephanou *et al.*^[28] describes that the brain activity levels in the amygdala are lowered while the activity levels in the lateral prefrontal regions are increased as children down-regulate negative emotions. The amygdala-prefrontal functional connectivity strengthens with age, indicating that enhanced cortical-subcortical interactions support more effective emotion regulation^[29].

Strengthening these neural connections helps children to handle stress and maintain composure in challenging situations. As the brain has the ability to adapt and re-wire itself, it means that targeted behavioural interventions and consistent practice across settings can improve emotional regulation and mental wellness over time. Moreover, studies on somatic interventions show that by activating the parasympathetic nervous system it can reduce the physiological effects of trauma and stress to create emotional balance^[30]. Understanding these neural mechanisms allows for developing tailored strategies that support children in cultivating resilience and emotional well-being. Below are key theories of emotion regulation and their connections to neuroscience:

1. Dual-Process Theory

The dual-process theory explains the idea that humans have two different streams or means of thinking which influences our decision making process. It differentiates between automatic and controlled processes in emotional regulation^[31]. The automatic process of regulation often taps on the amygdala which generates instinctive emotional responses such as the fight, flight or freeze responses. Controlled regulation process, on the other hand, engages the prefrontal cortex, which facilitates conscious strategies like problem-solving and being aware of one's thoughts, feelings and behaviours. By strengthening the activity levels in the prefrontal cortex area through structured and targeted

interventions, children can develop better control over emotional impulses.

2. Polyvagal Theory

The Polyvagal theory explains the function of the vagus nerve in managing emotional regulation^[32]. The vagus nerve is the main nerve of the human nervous system which controls specific body functions such digestion, heart rate and immune system. It is also important in transmitting neural messaging from the brainstem to the autonomic nervous system to promote calmness and social engagement. The theory explains that changes in the brain and nervous system over time affects the body regulates itself. Unlike traditional models that only look at the autonomic nervous system's functions, this perspective explores how evolution has shaped how our nervous system responds to stress and social interactions. For educational therapists, this means using techniques such as breathing exercises to promote calmness and encouraging secure social connections to help reduce anxiety. These strategies activate the vagus nerve, enabling children to move from a reactive behavioral state to a more regulated and engaged one.

3. Gross's Process Model of Emotion Regulation

When children experience an emotion, they go through five emotion regulation stages that can occur during different time points: (i) situation selection, (ii) situation modification, (iii) attentional deployment, (iv) cognitive change, and (v) response modulation^[33]. Each stage corresponds to different neural processes, such as attention systems governed by the anterior cingulate cortex or cognitive reappraisal driven by the prefrontal cortex. Behavioral and mental wellness therapy approaches which are designed to target these stages will aid children in learning to regulate emotions at multiple points, from shifting focus away from stressors to reframing their thoughts.

4. Cognitive-Behavioral Model

The cognitive-behavioral model emphasises how thought patterns shape emotional responses^[34]. It helps children to recognise unhelpful thoughts and behaviors and learn ways to change them to better manage their emotions This process is closely linked to the prefrontal cortex's role in executive functioning and its regulation of the amygdala. By guiding children to recognise and reframe negative or distorted thoughts, it can help strengthen neural pathways that support healthy emotional regulation while reducing those associated with maladaptive reactions. Learning to see situations from a different perspective enables children to respond more effectively to stress, improving their ability to manage challenges rather than exacerbating them.

Evidence-Based Psycho-educational Intervention Approaches to develop emotional regulation

The use of evidence-based approaches in behavioral and mental wellness therapy help children develop emotional regulation by reducing negative emotions and their physiological effects, leading to long-term improvements in daily life skills and well-being^[35]. These approaches are designed to be engaging, child-focused and developmentally appropriate, ensuring that they support children in developing the self-awareness and skills needed to navigate their emotions effectively.

1. Psychoeducation and Self-Awareness Activities

Teaching children about the nature of emotions and developing self-awareness is an important step in building their emotional regulation skills. Psychoeducation helps children recognise and understand different types of feelings, including those triggered by specific events. This awareness reduces emotional reactivity and improves their ability to manage emotions effectively.

The following are two tools and activities for psychoeducation:

(i) *Feelings Charts*: Visual aids, such as emotion faces or worksheets like "Inside feelings and Outside feelings," help children identify, label, and understand their emotions, promoting emotional literacy and self-awareness.

(ii) *Interactive Discussions*: Conversations about emotions help children understand how emotions influence their thoughts and behaviors. By encouraging children to approach their feelings with curiosity it helps them to be more aware of the emotion that they experience. This awareness helps them reflect on their feelings related to home and school. Therapists can ask questions like, "What makes you feel that way?" to help children reconnect with their bodily sensations and emotions. These conversations also allow children to develop strategies to regulate their feelings effectively. By integrating these tools into sessions, therapists can better support children to understand their emotions.

2. Cognitive Reappraisal for Perspective Shifting

Cognitive reappraisal is a powerful strategy that helps children reinterpret situations to lessen their emotional impact and improve mental wellness. Rather than engaging in unhelpful feelings and thoughts, cognitive reappraisal involves taking a step back and viewing a provoking event in an objective way^[36]. For example, reframing a child's thoughts that a mistake is a valuable learning opportunity rather than a failure can reduce feelings of shame and foster resilience.

This technique can be introduced through collaborative activities such as role-playing, storytelling, or reflective journaling, allowing children to practice perspective-taking and perspective-shifting in a guided, supportive and encouraging environment. This is especially helpful when developing the following skills:

(i) *Reframing Negative Thoughts*: When children encounter challenging situations, encourage them to avoid catastrophizing their thoughts by taking themselves out of the situation or by reframing the event. Therapists should get them to see things objectively and assume positive intent. For instance, guide them to focus on the learning opportunities or the positive aspects of the experience which is often referred to as the "silver lining"^[37].

(ii) *Expressing Emotions Constructively*: When children experience difficult emotions, educational therapists can teach children how to express their emotions calmly and assertively. Encourage the use of "I feel..." statements, such as "I feel frustrated because..." instead of bottling up their emotions. This approach helps children communicate their feelings clearly and effectively while staying grounded during difficult moments. It can also help to build stronger interpersonal relationships.

3. Mindfulness-Based Activities for Mental Wellness

Mindfulness activities are highly effective in helping children focus on the present moment, reduce stress, and improve emotional regulation^[38]. These activities enhance

the response of brain regions involved in processing sensory information and reducing amygdala activity^[39]. In moments of intense stress, practicing acceptance and mindfulness-based activities helps children to calm the nervous system and regain emotional equilibrium^[40]. Children can learn to focus on the present moment by engaging in mindfulness activities and better process difficult emotions.

Examples of Mindfulness Activities for children:

(i) *Guided Meditations*: The use of simple and child-friendly meditations that involve visualizing places or activities that they enjoy can help children center their thoughts and develop inner calm.

(ii) *Breathing Exercises*: Techniques like "Balloon Breathing," where children imagine a balloon inflating with each inhale and deflating with each exhale, or "Dragon Fire Breathing," where they exhale forcefully like a dragon, can calm the nervous system and reduce stress.

(iii) *Sensory Exploration Games*: Activities like the "Five Senses Exercise," which involves noticing things, such as sight, touch, hearing, smell, and taste, help alleviate their positive feelings. Please encourage them to share how focusing on their senses helps them stay grounded and maintain awareness of the present moment.

(iv) *Countdown to Calmness*: It is a structured exercise where children progressively focus on fewer stimuli in the environment to lessen their anxiety, calm their minds and relax their bodies.

(v) *Kids Yoga*: Yoga combines movement with relaxation, promoting both physical and emotional balance while teaching children how to connect their breath and body for emotional regulation.

As educational therapists, it is important to model these practices and to create a calm and supportive environment that can improve mental wellness and behavioural outcomes.

4. Acceptance and Commitment Therapy (ACT)

Acceptance and Commitment Therapy encourages children to accept unhelpful thoughts and feelings as part of human development. Research indicates that ACT can be effective even for children as young as four years old, particularly for those struggling to identify emotions associated with their behaviors^[41]. It helps children understand that emotions and the associated thoughts are a natural part of life and they are also temporary. By teaching children to acknowledge their feelings without judgment and letting go of their unhelpful thoughts, ACT helps children to reduce the distress associated with difficult emotions and build emotional resilience^[42]. The following are approaches to which we can apply ACT with children:

(i) *Use of Metaphors*: Therapists can use the metaphor of "Clouds in the Sky" to help children to associate different types of emotions. Clear skies with few white clouds represent positive emotions, while dark clouds symbolise negative emotions. Explain to children that just like clouds in the sky, feelings are temporary—they may appear but will eventually pass. This helps children understand that emotions are not permanent and will fade over time.

(ii) *Stories*: The "Monster Tug-of-War" story teaches a child who is struggling with emotion to learn to let go. Therapists can explain to children that engaging in a struggle in a tug-of-war with a monster that represents difficult emotions. The more the child pulls, the more difficult the battle becomes. Eventually, the child realizes that the best way to find peace is by dropping the rope—accepting the emotion instead of

fighting against it. This act of letting go weakens the monster's power, teaching children that emotions are less overwhelming when they are acknowledged rather than resisted.

5. Dialectical Behavior Therapy (DBT) Techniques

Dialectical Behavior Therapy (DBT) is an effective approach for helping children with emotional dysregulation. It combines cognitive-behavioral strategies with mindfulness practices to assist children in managing their emotions, building distress tolerance, and improving their social skills^[43].

One key DBT technique, the TIP skills (Temperature, Intense Exercise, Paced Breathing), offers children quick ways to regulate intense emotions fostering clearer thinking and better problem solving skills. The following is an example to apply TIP with children:

(i) Temperature: Encourage children to recognise when emotions like anger are building. A rapid break can help them remove themselves from the situation to cool down. Typically, it involves washing their face with cold water, which prompts the mammalian diving reflex, a natural response that can help bring down their emotional "temperature" and reset their state of mind.

(ii) Intense Exercise: If the child feels overwhelmed, inform the teacher or caregiver that the child needs a short physical activity break. Engaging in vigorous activities like jumping jacks or running in place can help the child release pent-up energy and reduce emotional intensity.

(iii) Paced Breathing – Deep Breaths: Teach the child to take slow, deep breaths to stimulate their parasympathetic nervous system. A helpful exercise could be to count down from 10 to 1 as they breathe in slowly, hold, and exhale slowly. This helps them focus on their breath and calm their nervous system.

Discussion

Emotional regulation helps children in their social and personal growth. This process typically involves managing the intensity and duration of emotions experienced. It also allows children to adjust their emotional responses to meet both immediate needs and long-term goals. Although emotions are personal experiences, they are shaped by interactions with adults (e.g. caregivers, educators and therapists) and other children. Emotions can either be helpful or harmful to oneself depending on the situation. They are beneficial when they guide thinking, improve decision-making and encourage socially appropriate behaviors that positively influence situations. For example, fear helps children escape danger, while happiness strengthens peer friendships.

However, emotions become harmful when they are too intense, last too long, occur too often, or are inappropriate for the situation. In such cases, they can negatively influence thinking and behavior. One such example includes the feeling of anger that leads to self-harm or hurting others, or the action of laughter that offends someone, or the feeling of anxiety that disrupts classroom learning. When emotions become overwhelming or maladaptive, emotional regulation is crucial for managing them effectively. It is important to ensure that children maintain optimal 'critical state' between over- and under-excitation while regulating themselves^[44].

Earlier, we discussed how neuroscience-informed theories form a basis for mental wellness and behaviour therapy

approaches to improve children's emotional regulation and promote learning. The approaches can be enhanced through collaborative frameworks like the Family-School-Hospital (FiSH) model. This approach involves close collaboration among therapists, parents, teachers, and other stakeholders to create a supportive network for the child. Working together can minimize sociogenic risks and early life stressors, helping children develop better emotional regulation skills.

Children naturally adjust their behavior and body responses to people, physical and social environments^[20]. Therefore, the presence of familiar adults—such as parents, therapists, peers, and teachers—can create positive and supportive environments to promote children's well-being. Research on positive relationship with adults and brain activity^[45] shows that supportive adults reduce stress, lower amygdala reactivity, and strengthen the prefrontal cortex's role in emotional regulation. Social attention and learning occur through continuous, dynamic interactions where both adult-children adapt and respond to each other during co-regulation processes.

These findings highlight the importance of implementing similar and consistent strategies across home, school, and community settings to effectively support children's emotional regulation skills. This can be achieved through the following approaches:

1. Designing collaborative intervention across therapy-home-school settings.

Therapists can adopt both the Gross's Process Model of Emotion Regulation^[33] with Cognitive Behavioral Therapy^[34] in the mental wellness and behavioral therapy approaches to address difficult emotions and unhelpful thinking patterns in children with emotional and behavioural challenges. This approach not only covers the different stages of emotional processing, it also focuses on changing thought patterns to encourage positive emotions in children. Techniques like reframing negative experiences, role-playing, journaling, and guided discussions help children develop healthier thinking patterns. These activities can be implemented during therapy, home, and school settings, and can be carried out individually, in pairs, or in small groups.

To ensure consistency in the applications of these strategies, educational therapists can invite teachers and parents to observe therapy sessions conducted in hospitals, allowing them to understand the relevance and applications of these strategies to the home and/or school environment. This collaboration helps parents reinforce these approaches at home, while teachers can incorporate them into classroom settings, ensuring consistency and long-term retention.

Focusing on regulation activities which stimulate the vagus nerve.

2. Focusing on regulation activities which stimulate the vagus nerve

Stimulating the vagus nerve helps the body recover from stress and return to a balanced state^[46] as it promotes calmness and emotional stability^[32]. Mindfulness-based interventions can further enhance this regulation by strengthening attentional control and reducing stress. Practices like meditation and deep breathing stimulate the vagus nerve, helping to decrease rumination and avoidance of difficult experiences, ultimately supporting emotional resilience^[38].

Educational therapists can incorporate the following polyvagal-informed approaches into their therapy sessions:

- Breathing exercises to down-regulate anxiety and promote relaxation.
- Sensory Modulation: Making vibrating sounds like humming, singing, or gargling can stimulate the vagus nerve, helping children manage emotions effectively.
- Co-regulation activities, like paired movement activities, to support emotional balance and engagement.

Being present in school or home settings and modeling mindfulness and emotional regulation activities for teachers and parents helps create a supportive, safe, and socially connected environment. By guiding teachers and parents to apply these activities in the child's natural environment (e.g., home and classroom), coregulation is fostered. The goal of coregulation is to maintain an optimal state between hypo- and hyperactivity, which supports learning and social development. Through adult facilitation, children can acquire and apply emotional regulation skills, transitioning from co-regulation to self-regulation^[47]. Activities such as the breathing exercises can also be included as brief daily practices for all children in school, not just those needing targeted support. By equipping parents and teachers with skills and knowledge, it doesn't only empower them to help the children but it also fosters therapy-home-school partnership. Using consistent approach across different environments equips children with the tools needed to build emotional resilience, improve self-regulation, and thrive in social and academic settings.

3. Utilising adult and peer support to co-regulate emotions While caregiver and educator support is crucial, peers also play a large part in shaping experiences and emotional responses. Through positive peer interactions, children develop key social-emotional skills like empathy, cooperation, and problem-solving. Acquiring these skills which contribute to the development of the prefrontal cortex. However, negative peer relationships can also lead to social rejection, triggering brain regions associated with distress. Prolonged social rejection can impact brain functions, particularly the anterior cingulate cortex (ACC) and the medial prefrontal cortex (mPFC)^[48]. Bearing these factors in mind, educational therapists need to ensure that children's social interaction and play are properly facilitated so that they develop the skills needed to navigate social challenges. Using the dual-process thinking model as part of the intervention, therapists can engage children in both intuitive and deliberate thinking when faced with challenging situations. This enables them to understand social dynamics, solve problems, and regulate their emotions effectively. Through structured facilitation during social skills activities and play, children can learn to make responsible decisions and choose appropriate self-regulation activities. Therapists can then empower the peers to assist children in co-regulating their emotions whenever they encounter a difficult situation.

Since school experiences significantly impact emotional well-being, collaboration with school teachers to implement social-emotional learning (SEL) programs is crucial for teaching generalisation skills related to emotional regulation. These programs provide structured opportunities for children to practice emotional regulation strategies with peers through teachers's facilitation. This will foster a supportive, inclusive environment that strengthens

emotional resilience and positive peer relationships.

Conclusion

This paper highlights the critical importance of emotional regulation in children's development and the psychoeducational interventions approaches to support them. Several studies have pointed out that strong emotional regulation skills contribute to improvement in children's academic performance, social interactions, and overall well-being. By integrating neuroscience-based approaches, such as psychoeducation, cognitive reappraisal, mindfulness, and Acceptance and Commitment Therapy (ACT) into their practice, educational therapists can equip children with emotional regulation skills to enhance their self-awareness, emotional resilience, and adaptive behavior.

It is also essential to note that emotional regulation is shaped by the interaction of a range of internal and external factors. Through utilising the Family-School-Hospital (FiSH) model as a framework for collaboration, therapists can design adult and peer-led interventions which can be applied in various contexts. Such collaboration facilitates continuity in skill application across therapy, home, school, and community settings, ultimately promoting emotional resilience and fostering academic and social success for children.

Looking ahead, there is potential to study the long-term effects of such emotional regulation interventions and their effectiveness in different educational settings. Exploring cultural and situational factors that influence emotional regulation also help educational therapists to refine and tailor our approaches for different groups of children. By further developing our understanding in this area, we can better equip children with the skills they need to handle their emotions, promoting resilience and success in both school and social situations.

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