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Postscript

There is no doubt that intervening early with young children who are demonstrating weak emotion regulation or having problems with emotion regulation is important. Difficulties with self-regulation are seen as early as age three. Some of these early problems that cause so much stress include:

- Difficulties in calming oneself.
- Overreaction to sensory input.
- Difficulties regulating mood.
- Poor emotional control.

DeGangi, Breinbauer, Roosevelt, Porges, and Greenspan (2000) found that as many as 95 percent of the infants they followed who exhibited moderate regulatory disorders were demonstrating developmental delays and difficult family relationships by the time they were three years of age. Children first come to the attention of school psychologists by three years of age. Interventions for children and their parents designed to facilitate the development of emotion regulation can be expected to make a considerable difference in children's lives, particularly if we intervene early.

Although we may be well aware of the need to address emotion regulation abilities, school psychologists may not have a large repertoire of tools to address these concerns because emotion regulation has only recently come to the attention of researchers and there remain many unknowns. On April 3 and 4, 2006, the National Institute of Mental Health sponsored a meeting of scientists engaged in research on emotion regulation to explore links among behavior science, neuroscience, and clinical studies (National Institute of Mental Health Meeting Summary (2006, April 3–4). This collaborative effort summarized much of what is known about emotion regulation and what is needed if goals include intervention approaches. The discussion was quite fruitful.

Neuroscience has demonstrated that patterns of neural activity in the brains of children appear to differ from those in adults. Researchers further reported that emotion regulation can occur both voluntarily and automatically. Clinical researchers noted that self-regulation of emotion is a powerful social mediator. There are some promising intervention approaches in the literature. These relate to (a) the critical role of parents, (b) the child's developmental level,

and (c) the context in which emotion regulation or dysregulation occurs, and they are maximally engaging.

A great deal remains unknown particularly in regard to interventions, identifying emotion regulation risk profiles, determining how emotion dysregulation emerges, and implementing emotion regulation work among schoolchildren. This text is a first attempt to raise awareness of the need for emotion regulatory work in schools.

Given the intense interest in emotion regulation, there is every reason to be optimistic in regard to the likelihood that we will soon have more knowledge and more tools to help children and adolescents develop 'good enough' emotion regulation. Although current knowledge suggests that work with children be initiated as early as possible, the brain continues to be plastic during the entire school-age period. For example, Forrest and Hay (2000) recently demonstrated that about 60 percent of students from age seven to fifteen have high levels of self-control from age seven or earlier. These students will remain well controlled through age fifteen. Those students who exhibited low self-control by age seven continued to be poorly controlled. However, one in five to one in six students showed changes in degrees of self-control between the ages of eleven and fifteen.

Parenting was the key. Negative home factors during this period could interfere with students' high self-control or could guarantee that a student with low self-control would do even less well. Parental socialization continues to affect self-control during adolescence. There is no reason to believe that self-control of emotion would not also follow this pattern. Close, caring relationships with adults other than parents might also positively influence young people dealing with family stress and contribute positively to the development of the child's emotion regulation as he or she goes through school.

It is clear that there is a great deal of work to be done to help children who are demonstrating weaknesses in emotion regulation. We have to carefully consider the literature available and use the current research to design interventions using best practices. However, we must also focus on prevention. We are aware of the value of implementing universal social-emotional programs in schools. We have to add an emotion regulation component to these curricula to benefit all children.

This is an exciting time in regard to both prevention and intervention work. School psychologists are better trained, have greater access to research, and have more tools than ever before. The likelihood that our work will truly make a difference is increasingly secure.

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