

Cognitive-behavioral strategies for emotional regulation in adolescents: a proposal for a psychotherapeutic activity workbook

Estratégias Cognitivo-comportamentais para regulação emocional em adolescentes: proposta de um caderno de atividades psicoterapêuticas

Estrategias Cognitivo-conductuales para la regulación emocional en adolescentes: propuesta de un cuaderno de actividades psicoterapéuticas

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ABSTRACT

Adolescence is a period marked by the experience of intense emotions and characterized by different physical, cognitive, and social changes. One distinctive characteristic of this phase is the intensity of emotions, often accompanied by emotional regulation challenges. Emotional regulation refers to the ability to identify, understand, and manage one's emotions in a healthy and adaptive manner, requiring various skills. This article aims to present the development of a psychotherapeutic activity book for emotional regulation in adolescents. The methodology used was *Design Science Research*, with a focus on artifact generation. The development of the workbook was based on a literature review that included 27 articles and specific books on the subject, featuring self-awareness activities and techniques for managing 10 emotions: joy, sadness, fear, anger, anxiety, frustration, hope, gratitude, forgiveness, and calm. Four specialists evaluated and agreed with the content, relevance, and usefulness of the the artifact (book), while pointing out the need for improvement in the clarity of the language. The book is a practical and accessible tool for adolescents and their therapists, but more research needs to be conducted to evaluate its effectiveness.

Keywords: emotional regulation, adolescent, Cognitive Behavioral Therapy.

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RESUMO

A adolescência é um período marcado pela vivência de emoções intensas, caracterizado por diferentes mudanças físicas, cognitivas e sociais. Uma das particularidades dessa fase é a intensidade das emoções, acompanhada de desafios na regulação emocional. A regulação emocional está relacionada à capacidade de identificar, compreender e lidar com as próprias emoções de maneira adaptativa ou funcional, no qual envolve várias habilidades. O objetivo deste artigo é apresentar o desenvolvimento de um caderno de atividades psicoterapêuticas para regulação emocional em adolescentes. A metodologia utilizada foi a *Design Science Research*, com foco na geração de artefatos. A construção do caderno foi baseada em revisão de literatura que incluiu 27 artigos e livros específicos sobre o tema que apresentavam atividades de autoconhecimento e técnicas para o manejo de emoções: alegria, tristeza, medo, raiva, ansiedade, frustração, esperança, gratidão, perdão e calma. O artefato (caderno) foi avaliado por quatro especialistas, que concordaram com o conteúdo, relevância e utilidade da ferramenta, e apontaram necessidade de aprimoramento na clareza da linguagem. Concluiu-se que o caderno propõe ser uma ferramenta prática e acessível para adolescentes e seus terapeutas, mas outras pesquisas precisam ser realizadas para avaliar a sua eficácia.

Palavras-chave: regulação emocional; adolescente; terapia cognitivo-comportamental.

RESUMEN

La adolescencia es un período marcado por la vivencia de emociones intensas y caracterizado por cambios físicos, cognitivos y sociales. Una de las particularidades de esta fase es la intensidad de las emociones, acompañada de desafíos en la regulación emocional. La regulación emocional está relacionada con la capacidad de identificar, comprender y manejar las propias emociones de manera adaptativa, lo que involucra varias habilidades. El objetivo de este artículo es presentar el desarrollo de un cuaderno de actividades psicoterapêuticas para la regulación emocional en adolescentes. La metodología utilizada fue el *Design Science Research*, con énfasis en la generación de artefactos. La construcción del cuaderno se basó en una revisión de literatura que incluyó 27 artículos y libros específicos sobre el tema, los cuales presentaban actividades de autoconocimiento y técnicas para el manejo de 10 emociones: alegría, tristeza, miedo, ira, ansiedad, frustración, esperanza, gratitud, perdón y calma. El artefacto (cuaderno) fue evaluado por cuatro especialistas que concordaron con el contenido, relevancia y utilidad de la herramienta, mientras que apuntaron la necesidad de mejorar la claridad del lenguaje. Se concluyó que el cuaderno propone ser una herramienta práctica y accesible para adolescentes y sus terapeutas, pero se necesitan realizar otras investigaciones para evaluar su eficacia.

Palabras clave: regulación emocional, adolescente, terapia cognitivo-conductual.

Highlights of Clinical Impact

- The workbook is a structured resource for psychological intervention, offering a systematized tool for therapists to work on emotional regulation with adolescents, thereby enhancing self-awareness and adaptive management of emotions.
- By encouraging reflection and the development of emotional regulation strategies, the workbook can contribute to the prevention and management of anxiety and mood disorders.
- In addition to the clinical context, the tool can be used in schools and mental health programs to promote socio-emotional skills and strengthen the resilience of adolescents.

Adolescence is defined as the period between childhood and adulthood, generally between the ages of 10 and 19 (World Health Organization, 2024). However, this definition has limitations, as it does not consider generational, cultural, and social variations. A more comprehensive approach understands adolescence as a phase marked by biological development and the transition of social roles (Sawyer et al., 2018). Biological development refers to puberty, a period during which the sexual maturation that enables reproduction occurs. This process results from a sequence of interconnected hormonal triggers, called adrenarche and gonadarche (Wood et al., 2019). The

transition of social roles involves changes in social functions and their importance, associated with stable relationships, parenthood, and work (Afzal et al., 2024; Sawyer et al., 2018). Both processes are influenced by the historical and social context. Factors such as life expectancy, family relationships, and socioeconomic conditions can accelerate or delay these transitions, impacting the experience of adolescence (Salem et al., 2021).

The brain also changes during this period. The prefrontal cortex, an area responsible for decision-making processes, planning, risk assessment, and consideration of

consequences, is remodeled during adolescence (Best & Ban, 2021). Furthermore, processes that support the greater speed of neural connections are accentuated in adolescence (Sawyer et al., 2018), such as the elimination of extra synapses (synaptic pruning) and the formation of new “trees and branches” to create new synapses (dendritic arborization), and myelination. Similarly, it is in mid-adolescence that the limbic system, an area related to motivation, emotional processing, and memory, responds more intensely to the socio-affective influence on one’s own goals and behaviors in terms of the search for novelty, specific sensations, and the processing of socially relevant stimuli in terms of status (Crone & Dahl, 2012). Although brain maturation related to logical reasoning is complete around the age of 16 (Sawyer et al., 2018), there is plenty of room for refinement of brain structures and functions, mimicking the development of socioemotional regulation and more complex cognitive processing that influence broader decision-making, choice, and development of relationships, well-being, and adaptive behavior (Crone & Dahl, 2012).

It is understood, therefore, that the adolescent brain has not yet reached its peak of maturation, which poses advantages and disadvantages. Among the most relevant aspects are increased plasticity, both in structure and function, which favors learning (Meredith & Silvers, 2024); neuroanatomical changes that can lead to an imbalance between the rapid growth of the limbic system and the slower development of the prefrontal cortex, resulting in lower emotional regulation capacity and higher risk for impulsivity and psychopathology (Powers & Casey, 2015); and synaptic pruning, which refines and strengthens new and remaining connections, leading to more efficient cognitive and emotional processing and a more correctly excited brain (Ahmed et al., 2015). In other words, whatever is trained during this phase, both cognitively and socioemotionally, will be strengthened in adulthood.

Adolescence is a dynamic period marked by biological, psychosocial, and relational changes. Cortical development influences affective behavior, increasing exposure to more intense or varied emotions (Guyer et al., 2016). Emotions are automatic and universal biological processes that, in response to internal or external stimuli, prepare the organism for adaptive action through physiological reactions, behavioral expressions, and subjective evaluations. Although triggered automatically and with an adaptive function, cognition modulates their intensity and expression, influencing the interpretation of stimuli, emotional experience, and decision-making (Ekman, 1971).

The set of implicit and explicit skills related to monitoring, evaluating, appropriately expressing, and modifying emotions based on personal goals is called emotional regulation (Silvers, 2022). Its counterpart, emotional dysregulation, refers to the difficulty or inability to deal with experiences and/or process emotions adaptively, through excessive intensification or deactivation of emotions (Leahy et al., 2013). In simpler terms, it is the lack of skill in controlling the frequency, duration, and/or

intensity of emotional reactions such as sadness, anger, fear, irritation, disgust, among others (Muñoz-Navarro et al., 2022; Salem et al., 2021).

Disturbances in emotional regulation underlie the manifestation and maintenance of mental disorders, such as borderline personality disorder, characterized by the intensification and dysfunctionality of negative affective responses, instability, and deficits in adaptive regulation strategies (D’Aurizio et al., 2023); and anxiety and mood disorders, due to a reduced ability to decrease high negative affect and regulate positive affect (Young et al., 2019), among many others. The apparent ubiquity of emotional dysregulation in psychopathologies and its recognition across different disciplines and theoretical perspectives allows it to be proposed as a transdiagnostic and transdisciplinary construct, participating in and/or being responsible for a wide range of mental health outcomes (Beauchaine & Cicchetti, 2019). For the same reason, it is a risk factor for the development of psychopathologies in adolescents and a predictor of lower quality of life for this population (Bierens et al., 2023).

In view of the above, interventions that promote the development and improvement of emotional regulation in adolescents should be encouraged. To this end, tailoring the content to the patient’s particular characteristics is fundamental to guarantee the positive outcome of the intervention, ensuring that the approaches used are adapted to individual needs, values, and characteristics, promoting an individualized and person-centered practice. This principle is closely related to evidence-based practice in psychology, as it allows interventions supported by robust scientific data to be adjusted to the unique context of each patient, enhancing therapeutic outcomes and improving clinical practice (Melnik et al., 2025).

Emotional regulation involves a range of skills, from recognizing and understanding emotions to adopting adaptive strategies to cope with them healthily and effectively in accordance with the required context (Leahy, 2006). In summary, the strategies used to seek regulation among adolescents and adults are divided into two main groups: adaptive and/or engagement strategies and maladaptive and/or disengagement strategies. The former, involving active engagement skills and direct contact with emotions, are negatively associated with psychopathology, while the latter, involving avoidance, suppression, and rumination, aiming to distance oneself from emotions, are positively correlated with the presence of disorders (Daros et al., 2021; Schäfer et al., 2016).

Thus, psychological interventions based on cognitive-behavioral or process-based therapies aim to strengthen adaptive and/or engagement strategies through: a) psychoeducation about the adaptive function of emotions and regulation skills (Salem et al., 2021); b) cognitive restructuring, which involves reevaluating thoughts and beliefs in response to stimuli/situations to reduce stress and functional impairment; c) problem-solving, understood as the ability to respond consciously to modify a

stressful situation or manage its consequences; and d) training in acceptance skills, which manifests as experiencing emotions without resistance (Campos & Badaró, 2024; Ferreira, 2020; Lancaster et al., 2024; Saccaro et al., 2024).

With adolescents, the goal of emotional regulation is to increase the ability to tolerate more intense and seemingly negative emotions through understanding the adaptive function of emotions and accepting them instead of using disengagement strategies (Benevides et al., 2023; Campos & Badaró, 2024). In this manner, the objective of this study is to present the development of a psychotherapeutic activity workbook aimed at promoting emotional regulation in adolescents. The material developed can be used by psychologists and therapists in their clinical practice, but also autonomously by the adolescents themselves outside the clinical environment.

METHOD

This article is based on two studies. The first consisted of an integrative literature review aiming to identify the integration of psychological variables to support emotional regulation, focusing on adolescence and psychotherapeutic activities. Based on the results of the review (presented in another article), the second study consisted of the development of a psychoeducational and practical workbook aimed at adolescents, which is the focus of this article.

The integrative review followed the steps proposed by Dal Sasso Mendes et al. (2008): 1) formulation of the research question; 2) search and sampling; 3) categorization of studies; 4) critical analysis; 5) interpretation and discussion of results; and 6) synthesis of knowledge and 7) presentation of the integrative review. The research question that guided the review was: What are the essential contents to compose an emotional regulation activity workbook for adolescents?

Four descriptors were chosen: adolescents, emotional regulation, emotional self-regulation, and cognitive-behavioral therapy techniques. The inclusion criteria for this research were: a) articles in Portuguese, Spanish, or English; b) articles published between 2005 and 2021; c) articles related to cognitive-behavioral therapies; and d) articles that mentioned the research theme in the title or abstract. The exclusion criteria included: theses, dissertations, monographs, duplicate texts in the suggested databases, and works that were not related to the theme.

The search for articles was conducted in the following databases: Web of Science, Scielo, Pepsic, PsycINFO, Redalyc, and Lilacs. For the 27 selected articles, data on the publication date, authors, country, title, methodology, objectives, population, relevance to the theme, emotions found, and results were extracted and organized in a spreadsheet. In addition to the articles, two books recommended by psychologists specializing in emotions were used: *Emotions Revealed* (Ekman, 2007) and *Psicologia positiva: dos conceitos à aplicação* (Rodrigues, 2021). Based on this material, the 10 most common emotions

in adolescence were identified, according to the theories of Paul Ekman and Bárbara Fredrickson (2013). Ekman's theory, which focuses on universal basic emotions, was complemented by Fredrickson's contributions (2013), which highlight emotions such as hope, gratitude, and calm (adapted from serenity), in addition to studies that include anxiety, frustration, and forgiveness. Thus, the most frequently experienced emotions in adolescence were selected to compose the workbook: joy, sadness, fear, anger, anxiety, frustration, hope, gratitude, forgiveness, and calm.

The workbook contains 10 chapters, each presenting an informative section on the relevance and function of each emotion, followed by cognitive-behavioral activities designed to promote self-awareness, self-monitoring, and emotional recognition. The proposed activities aim to stimulate the learning process about emotions and facilitate emotional regulation processes.

The methodology used to develop the workbook was Design Science Research (Dresch et al., 2015), which is a research model focused on the generation of ideas, artifacts, and concepts to solve real-world problems or even improve societal performance. It is effective when the intention is to conduct research in the creation of an artifact, and it differs from other research models as it serves to bridge theory and practice.

The method proposed by the cited authors is based on the following steps: 1) identification of the problem; 2) awareness of the problem; 3) systematic literature review (which was adapted to integrative review); 4) identification of artifacts and configuration of problem classes; 5) proposition of artifacts for problem-solving; 6) artifact design; 7) artifact development; 8) artifact evaluation; 9) clarification of learnings and conclusion; 10) generalization to a class of problems and communication of results.

Based on this method, the procedure used to plan and develop the emotion workbook was as follows: 1) identification of the problem, which sought to answer the following question: What are the essential contents to compose a workbook of emotional regulation activities for adolescents?; 2) awareness of the problem, which reflected on the repercussions of the workbook for adolescents and how this tool could help them effectively; 3) systematic literature review – an integrative review was chosen, as this type of analysis allows for considering different points of view and adopting a broad methodological approach; 4) identification of artifacts and configuration of problem classes – at this stage, the most frequently cited emotions in the analyzed articles were selected, with therapeutic aspects also being taken into account. The emotions were identified in general and individual terms, and an analysis was conducted on how knowledge of them could contribute to problem-solving; 5) proposition of artifacts for problem-solving – based on the elements analyzed, it was defined that the best artifact to be developed would be an activity workbook for adolescents on emotional regulation.

For the development of the workbook itself, steps 6 and 10 were followed. After defining the emotional categories (step 6), the construction and description of the cognitive-behavioral activities aimed at emotional regulation for adolescents began, considering each emotion (step 7). The evaluation of the artifact (step 8) was carried out by four expert judges, selected by convenience, who assessed the content and appearance of the workbook. The experts held Psychology degrees and had clinical experience and theoretical or practical knowledge of adolescent populations in cognitive-behavioral therapy (CBT). Finally, steps 9 and 10 aimed, respectively, to present the research and evaluation results from the judges and to publish this article to disseminate the problem and the solutions found.

For the analysis of the technology, an evaluation form was developed and sent as a Google Forms link to be filled out by the experts. The form contained analysis statements on the following topics, subdivided as: objectives of the workbook; content; language; relevance; illustrations; and layout (totaling 33 items). A Likert-type scale was used, in which the judges would mark whether they strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree.

After the instrument was completed and analyzed by the expert panel, the Content Validity Index (CVI) was calculated. The CVI measures the proportion of agreement among experts regarding the items being discussed. This calculation is performed based on the relevance and representativeness of each item in the evaluation table. A good CVI must be greater than 0.78, with items being considered valid if their values are equal to or above this threshold (Damásio & Borsa, 2017).

RESULTS

The workbook was organized into ten sections, each one dedicated to the psychoeducation of a different emotion and totaled 73 pages. The initial section provided an introduction to the topic, covering concepts related to adolescence, providing psychoeducation on the cognitive model in terms suitable for the age group, and outlining the objectives of the tool.

To promote personal reflection by the adolescents themselves, five self-awareness activities were proposed before introducing content related to emotional psychoeducation. Table 1 presents the names and descriptions of these activities.

In the subsequent sections of the workbook, each chapter addresses a specific emotion, presenting information aimed at psychoeducating the adolescent on the adaptive function of that emotion, as well as helping them recognize it. For each emotion, specific activities were developed to promote self-awareness and the development or improvement of emotional regulation skills. The proposed activities were based on key books on cognitive-behavioral therapy techniques for children and adolescents (Gomes, 2023; Lins & Neulfeld, 2021) and on emotional regulation manuals (Leahy, 2006; Leahy et al., 2013). Table 2 presents the proposed emotional regulation activities and their objectives for the 10 emotions.

After development, the workbook was submitted for analysis by four expert judges, with a CVI analysis showing results greater than 1.00 on 27 out of the 33 items evaluated. Regarding the items evaluated within the “Objectives” spectrum, the experts disagreed only on the item assessing whether “the information contained in the educational technology promotes changes in behavior and attitude,” with a neutral response (neither agree nor disagree). Since the tool was not applied, making it impossible to verify the changes promoted, this neutral response is understandable. In the “Content” item, there was disagreement on the criterion “The contents are varied and sufficient to achieve the objectives of the educational technology.” Three evaluators strongly agreed, while one provided a neutral response (neither agree nor disagree).

The “Language” item showed the most significant degree of disagreement among the evaluators, with unsatisfactory results on the following criteria: “The information presented is clear and understandable,” “The writing style is suited to the level of knowledge of the target audience,” “The writing used is attractive.” One expert disagreed with the first two statements, and one expert gave a neutral response to the last statement. The items were revised to improve clarity in communication. In the “Illustrations” item, evaluations were largely positive, with disagreement only on the statement “The characters are charismatic.” This can be attributed to the fact that the workbook contains several illustrations but does not include human characters, which might have influenced the experts’ evaluation. For the “Relevance” and “Layout” items, the judges unanimously recognized the importance and demonstration of the technology.

Table 1. Self-awareness activities from the Emotional Regulation workbook

Activity name	Activity description
1. All About Me	Record personal information, including name, social group, hobbies, and leisure activities
2. My quiz	Record your self-perception, how others perceive you, your skills, aspects you'd like to change, and your aspirations
3. Ten Facts About Me	Record your feelings, likes, thoughts, and dislikes
4. Me and the World	Record how you perceive yourself in the world, and your expectations for the future, exploring the cognitive triad
5. Life Events	Record the most, and least significant events in your life and explain the reasons for these choices

Source: Prepared by the authors.

Table 2. Proposed Emotional Regulation Activities for the 10 Emotions

Emotion	Activity name	Objective
1. Joy	Positive diary; aspiration chart.	Levels of satisfaction in daily activities; achievements throughout the week; aspirations, and steps required to achieve them.
2. Sadness	Carved in stone; locating sadness; Overcoming obstacles for growth.	Possible and unchangeable changes in lived situations; body mapping; alternatives for dealing with sadness.
3. Fear	Fear scenario; threat assessment record; reframing fear; coping ladder, and acts of courage.	Identification; situation assessment; reconstruction, and reframing of the scene; planning coping steps.
4. Anger	When I feel anger; what to do when I feel anger; facing and reducing anger.	Explore situations; healthy ways to express it; strategies to communicate without harm.
5. Anxiety	True alarm versus false alarm and situation assessment; avoidance as a behavior, alternative responses, and normalizing anxiety.	Identify and assess weekly concerns, distinguishing between real, and overestimated or unrealistic ones; replacement of dysfunctional or maladaptive behaviors.
6. Frustration	Identification of temporary and permanent problems to reassess the duration of difficulties; responsibility chart; letting go of everything that holds you back.	For now vs. forever; understanding factors that contribute to frustration; coping strategies.
7. Hope	Doors that close versus doors that open; advantages and disadvantages of hope; letter to the future self.	Encourage reflection on losses that opened new opportunities; foster hope.
8. Gratitude	What can I be grateful for? Gratitude tree, thank-you letter, and gratitude diary.	Memories and reflections on aspects of life for which one is grateful.
9. Forgiveness	Forgiveness letter, building forgiveness, and the one who is sought.	Reflection on situations of resentment and identifying ways for forgiveness to promote inner peace.
10. Calm	Mindful observation, calm playlist, and conscious breathing.	Encourage contemplation and mindfulness practice.

Source: Prepared by the authors.

DISCUSSION

This article presented the development of a psychoeducational workbook for emotional regulation in adolescents, developed using the Design Science Research methodology. The evaluation process by the judges showed a good level of agreement among three of the four experts consulted, which indicates that the procedures and criteria adopted were relevant to the development of the tool. The few disagreements suggested the need for adjusting the language for the target audience.

The literature review revealed that studies on emotional regulation in adolescents addressed the 10 emotions described in the workbook. Some of these emotions, such as sadness, fear, anger, anxiety, and frustration, have been observed to underlie internalizing and externalizing psychological disorders in adolescence. Specific psychoeducational interventions have been developed for these emotions (Baourda et al., 2022; Bevan et al., 2018). On the other hand, emotions such as joy, hope, gratitude, forgiveness, and calm have been the focus of interventions aimed at treating or promoting mental health (Ayu Florensa et al., 2019; Fu, 2024; Yıldırım & Kardas, 2024).

Working with psychoeducation helps patients understand their emotions, how and why they arise, and develop strategies to manage them adaptively. Psychoeducation was identified as one of the most common elements (62%) in interventions with

adolescents (Boustani et al., 2015), a phase that is particularly conducive to promoting mental health literacy (Morgado et al., 2022), as well as to the development and implementation of psychoeducational interventions.

In this sense, psychoeducational programs aim to provide both specific information about the disease or problem in question (such as early recognition and management of relapse symptoms) and general guidance, such as promoting a healthy lifestyle, developing problem-solving skills, training in communication, and identifying family stressors (Delgadillo & Groom, 2017; Morgado et al., 2022). In addition, psychoeducation encourages the patient's active participation in their treatment process, which helps increase cooperation, strengthens the therapeutic alliance (Morgado et al., 2022), and influences, albeit subtly, hope and expectations related to therapy goals (Delgadillo & Groom, 2017). Based on this principle, prevention programs for adolescents can help build resilience, improve academic performance, facilitate healthy choices, and, in turn, minimize the risk of violence, substance abuse, and risky sexual behavior (Boustani et al., 2015; Gasol et al., 2022).

Salem et al. (2021) identify in their study that, in therapeutic contexts, children and adolescents can be invited to reflect on their actions through questions such as: "Does this hurt me?"; "Does this hurt anyone?"; "Does this put anyone in danger?"; thereby stimulating self-awareness and an evaluation of the consequences of their behaviors. Based on this reflection,

coping strategies are developed together with therapists to provide tools for the effective management of adverse emotions. Simultaneously, including the family in this process, promoting a supportive and mutually understanding environment, is essential for building a support network that enhances the adolescent's mental health, increasing their resilience and capacity to handle emotional challenges (Flujas-Contreras et al., 2021).

Different strategies can be used to work with each emotion. For example, fostering joy by enabling the adolescent to identify activities that please them, reinforcing these activities along with others related to their well-being (Fu, 2024). When working with sadness, helping the adolescent recognize dysfunctional thoughts and develop actions to break the depressive cycle can be beneficial (Grills et al., 2023). Working with fear can be achieved by gradually exposing the adolescent to feared stimuli and assisting them in undergoing cognitive restructuring (Ost & Wergeland, 2023).

Empirical research suggests that intense anger and emotional dysregulation tend to precede violent behavior (Boustani et al., 2015). When working with anger, therapists can help identify triggers, learn self-control strategies, and develop assertive communication skills (Luso et al., 2022). When working with anxiety, adolescents can be taught relaxation techniques and strategies for coping with catastrophic thoughts (Grills et al., 2023).

When feeling frustrated, it is important to learn to redefine expectations and develop problem-solving strategies (Espada et al., 2023). Problem-solving involves a systematic approach to dealing with social issues and conflicts, often initiated by a process of emotional regulation. Problem-solving, insight-building, and communication skills demonstrate broad applicability and, when combined, can form an essential set of universal prevention strategies suitable for all young people (Boustani et al., 2015). Furthermore, working on self-concept and self-esteem can be fundamental for developing effective emotional regulation strategies (Lichner et al., 2021; Mendes et al., 2021).

Some programs that seek to foster adolescents' potential involve working with positive emotions (hope, gratitude, forgiveness, calm) in an integrated manner. In general, mindfulness techniques and activation of these feelings are practiced (Silvestre & Vandeberghe, 2013; Yıldırım & Kardaş, 2024). Insight-building (64%) and self-efficacy (57%) were common skills found in life skills programs (Boustani et al., 2015).

In summary, emotional regulation skills are essential for healthy development in young people. These skills aim to mitigate factors that often lead to risky behaviors, such as relational difficulties and substance use (Boustani et al., 2015; Helder et al., 2022). In addition, they help prepare young people for positive trajectories, marked by healthy relationships, prosocial attitudes, responsible sexual health, and emotional balance. Therefore, the development of these skills is essential to promote adolescent well-being and prevent harmful behaviors.

CONCLUSION

This study showed the development of a psychoeducational activity workbook for emotional regulation in adolescents using the Design Science Research methodology. In the context of a vital stage characterized by intense biopsychosocial changes, this study aims to address the need to promote skills that enhance the understanding and regulation of emotions, thus contributing to the adolescent's overall well-being.

The design of the psychoeducational workbook represents a theoretical-practical integration based on an integrative review of the most relevant interventions in the field of emotional regulation in adolescence. The workbook proposes activities that encourage self-awareness and personal reflection in adolescents, aiming to prepare them for psychoeducational content that addresses essential emotions, such as joy, sadness, fear, anger, and gratitude, among others. To ensure the validity and relevance of the content concerning the proposed objectives, the material was subjected to an evaluation process by experts, who positively validated both its content and utility.

However, the study presents some limitations. Considering its objective is mainly theoretical (the development of a workbook), no empirical studies have yet been conducted to assess the workbook's effectiveness in promoting emotional regulation among adolescents. Future research is needed to assess its impact on clinical practice and its applicability in different contexts to ensure that the proposed objective is achieved.

In terms of clinical implications, the tool developed in this research represents an advance in the provision of therapeutic resources for adolescents. Its psychoeducational approach favors the development of socioemotional skills, strengthening resilience and psychological well-being. In the clinical context, the workbook assists therapists by providing structured material for self-awareness and emotional regulation, thereby facilitating effective emotion management. Besides the therapy room, its application extends to schools and mental health promotion programs, broadening its impact.

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