

EMOTIE REGULATIE: IN HET HART (TRANSDIAGNOSTISCH) VAN VELE PROBLEMEN



PROF. DR. CAROLINE BRAET



OVERVIEW

- ❓ RQ1 Emotieregulatie: wat is normatief?
- ❓ RQ2 Hoe is de relatie tussen emotieregulatie en psychopathologie?
- ❓ RQ3 Emotieregulatie: veranderbaar bij kinderen ?
- ❓ RQ4 Wat brengt de toekomst?

RQ1 EMOTIEREGULATIE: WAT IS NORMATIEF?



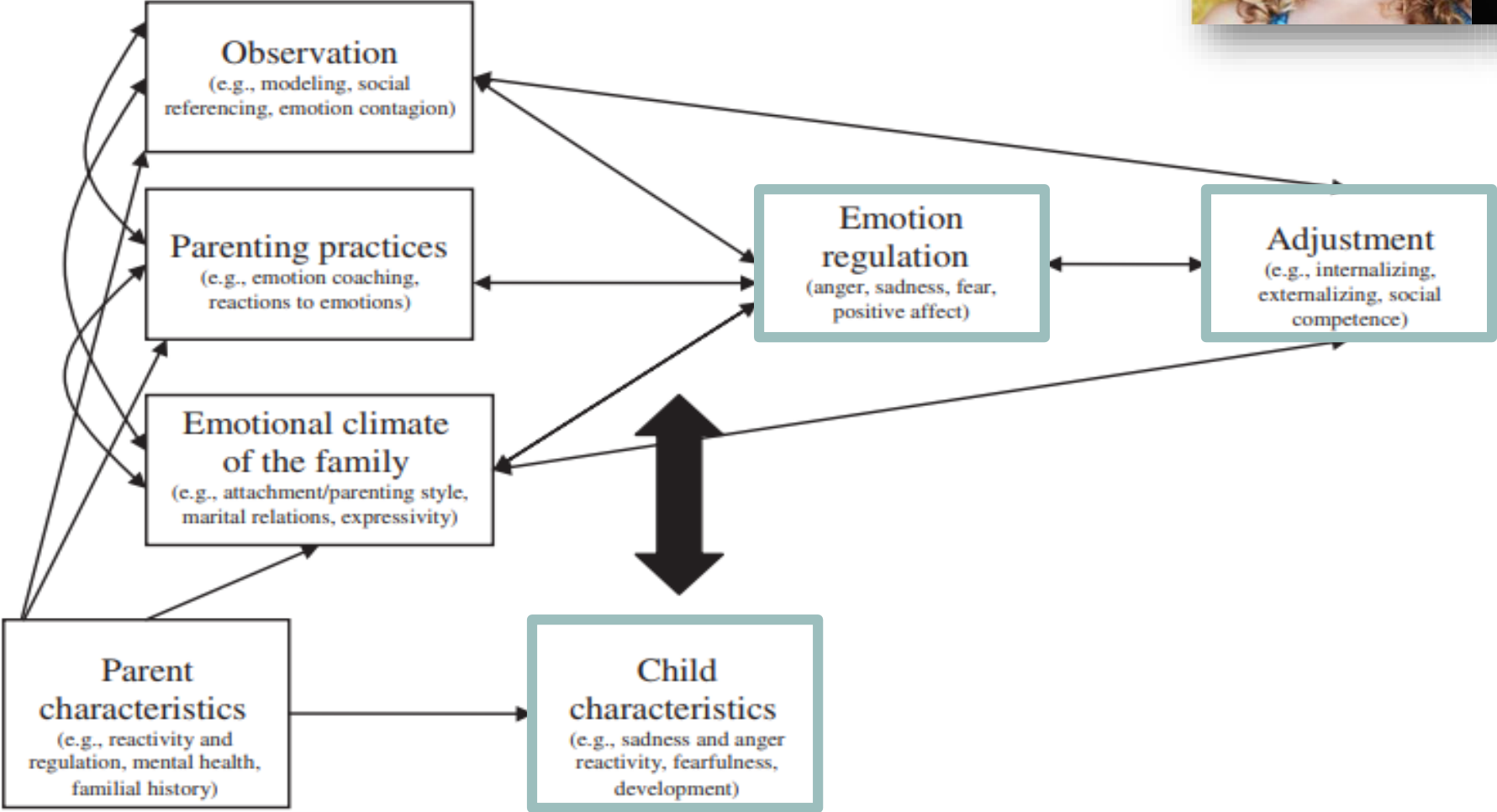
Emotion regulation refers to the set of processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions – Gross (1999).

DEVELOPMENTAL MODEL

Morris, Silk, Steinberg, Myers & Robinson (2007)



Family context!

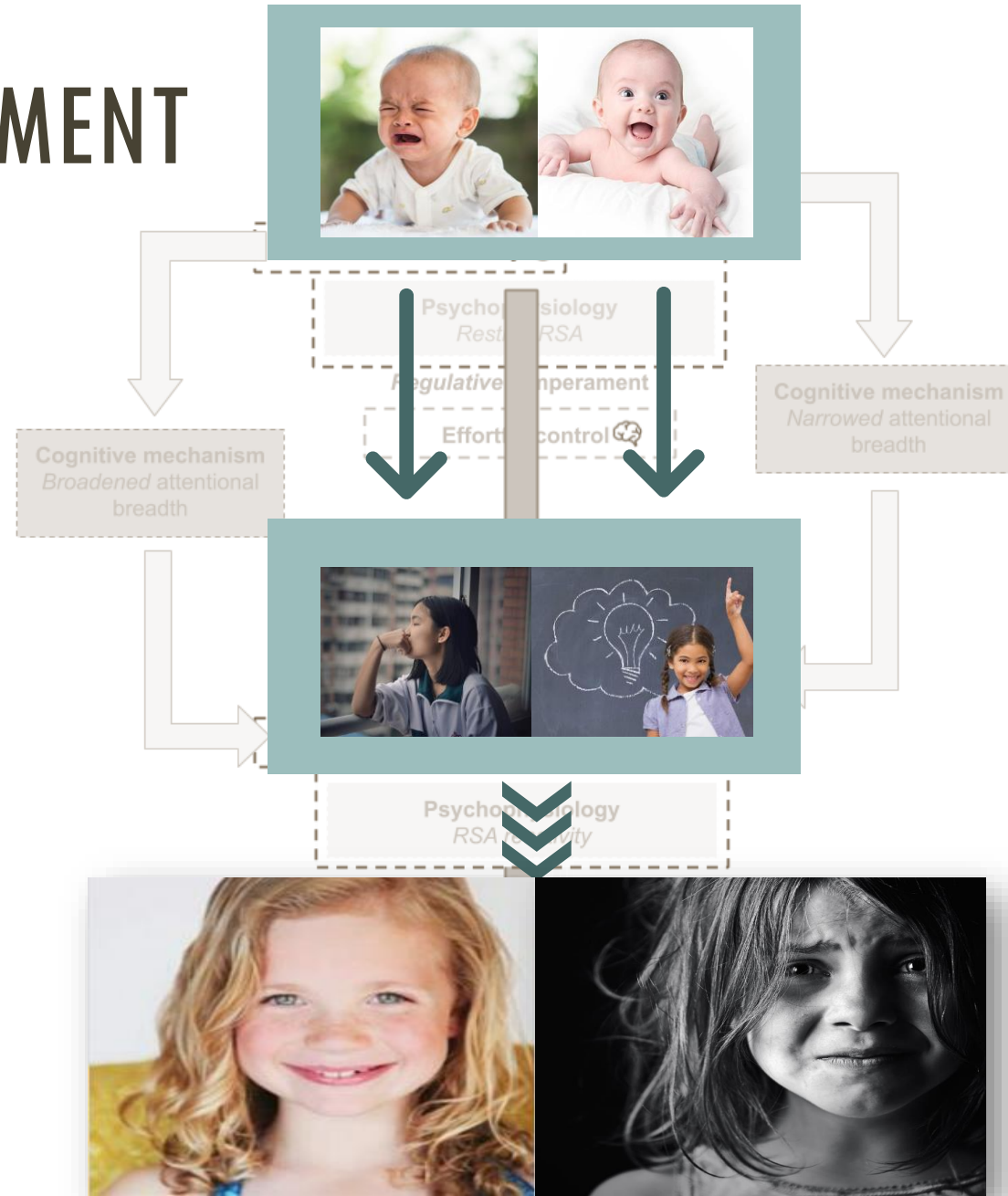




Research at Ghent University



TEMPERAMENT





TEMPERAMENT



Development and Psychopathology (2019), 1–13
doi:10.1017/S0954579419000567

CAMBRIDGE
UNIVERSITY PRESS

Special Issue Article

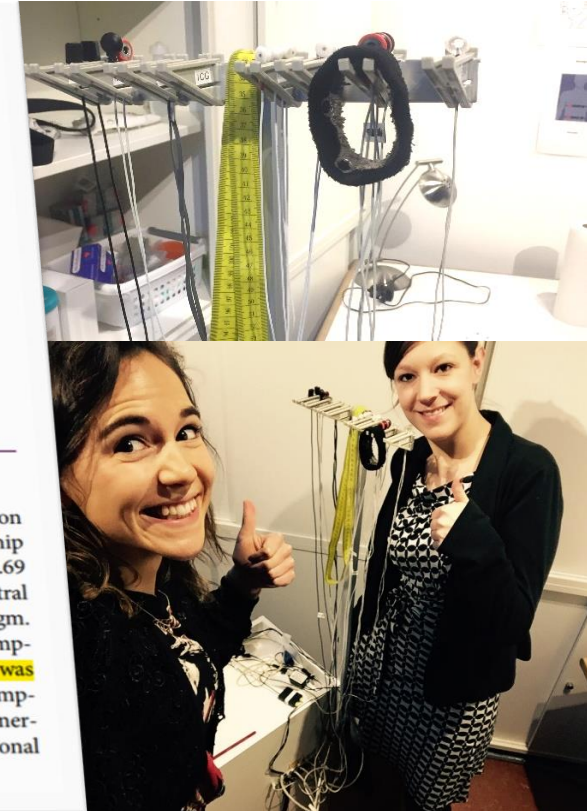
Emotion dysregulation, temperamental vulnerability, and parental depression in adolescents: Correspondence between physiological and informant-report measures

Marie-Lotte Van Beveren¹, Sven C. Mueller² and Caroline Braet¹

¹Department of Developmental, Personality, and Social Psychology, Ghent University, Ghent Belgium and ²Department of Experimental Clinical and Health Psychology, Ghent University, Belgium

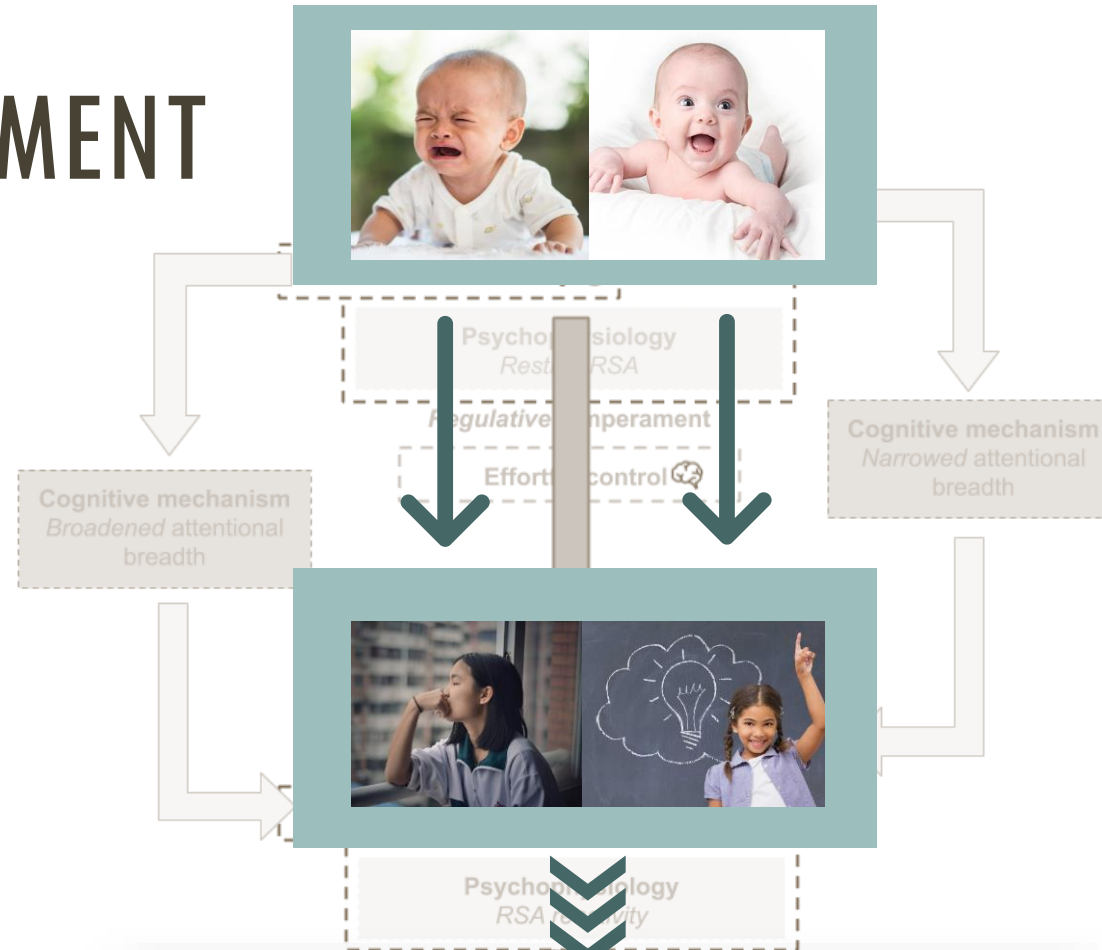
Abstract

Although numerous studies reveal altered respiratory sinus arrhythmia (RSA) among children, adolescents, and adults who exhibit emotion dysregulation, effects of temperamental vulnerability and parental mental health on RSA remain unclear. We evaluated the relationship among emotion regulation, RSA, and RSA reactivity in a pooled sample of 24 vulnerable and 31 resilient adolescents (mean age = 13.69 years; 60% girls), including associations with temperamental vulnerability and parental depressive symptoms. Participants watched a neutral film clip while their resting RSA was recorded, and then completed a reward and frustration task, using an affective Posner paradigm. Temperament and emotion regulation were assessed via self-report and parent report, and parents reported on their own depressive symptoms. Low resting RSA was associated with temperamental negative emotionality, whereas **greater RSA reactivity to frustration was associated with maladaptive emotion regulation strategies**. No significant relations were found between RSA and parental depressive symptoms. This study elucidates the role of **RSA as a biomarker of individual differences in emotion dysregulation** and temperamental vulnerability and stresses the importance of considering multiple units of analyses, as well as functional domains, when studying emotional responding and regulation in adolescents.





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LINEAIRE ONTWIKKELING?

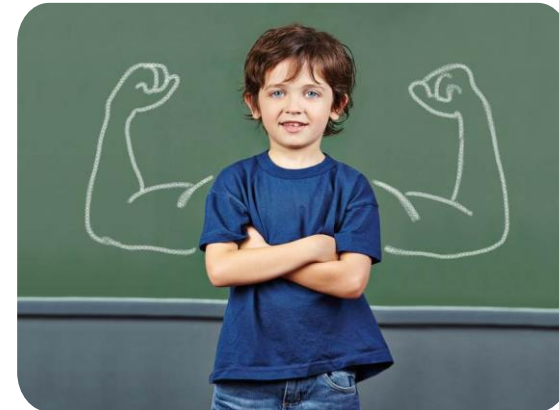
EXTERNAL



FACT OR FICTION?



INTERNAL



[Ahmed, Bittencourt-Hewitt, & Sebastian, 2015; Calkins & Mackler, 2011; Eisenberg & Morris, 2002]

Parallel aan groeiende autonomie en cognitieve ontwikkeling stijgen ook de emotieregulatiecompetenties?



FEEL-KJ Scoreblad C

Profielformulier

Adaptieve strategieën	20	30	40	50	60	70	80
Probleemgericht handelen							
Afleiding							
Positieve stemming oproepen							
Accepteren							
Vergeten							
Cognitieve probleemoplossing							
Herevaluatie							

T-score

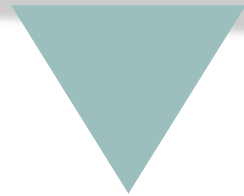
Adaptieve strategieën	T-score
Probleemgericht handelen	55
Afleiding	50
Positieve stemming oproepen	65
Accepteren	52
Vergeten	48
Cognitieve probleemoplossing	55
Herevaluatie	45

Eur Child Adolesc Psychiatry
DOI 10.1007/s00787-017-0952-8

ORIGINAL CONTRIBUTION

Emotion regulation across childhood and adolescence: evidence for a maladaptive shift in adolescence

Emiel Cracco¹  · Lien Goossens² · Caroline Braet²



Data van 1397 jongeren tussen 8 en 18 jaar

Opvallend: een dip



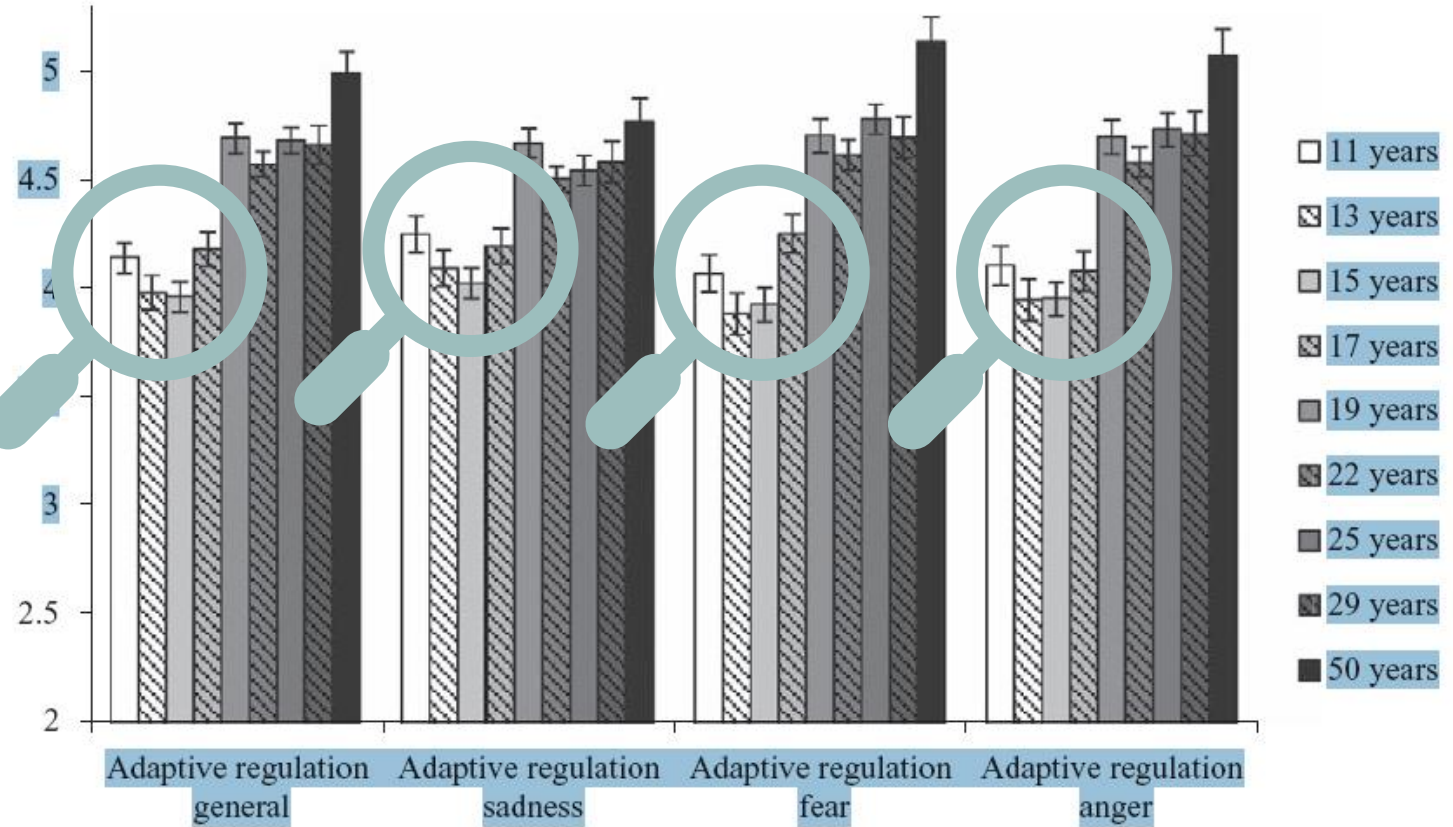
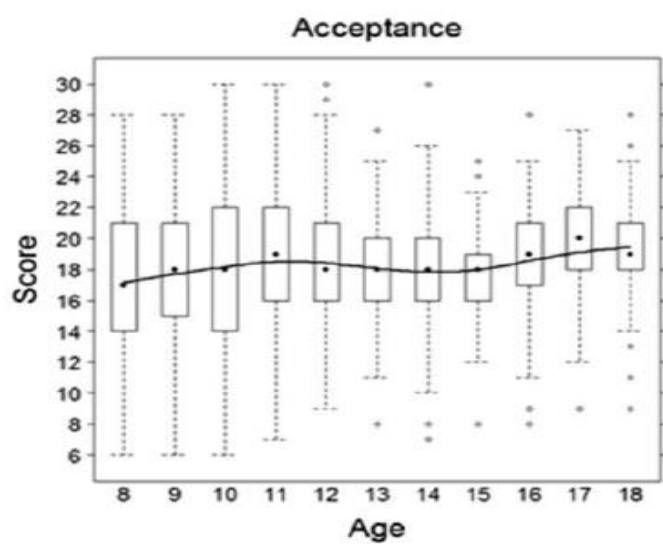
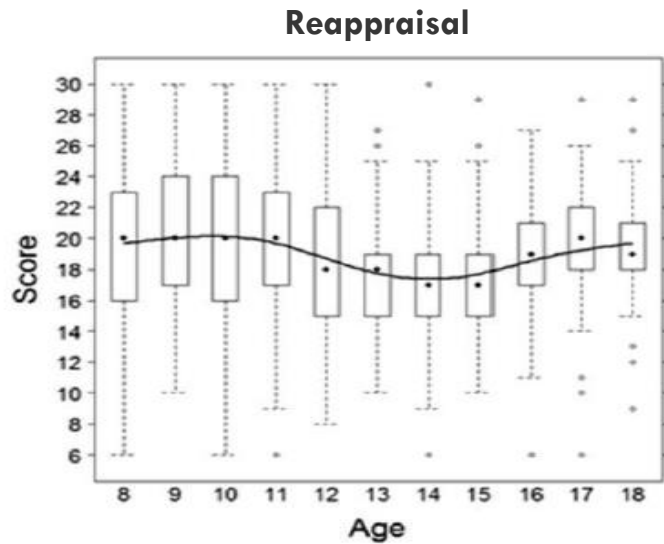
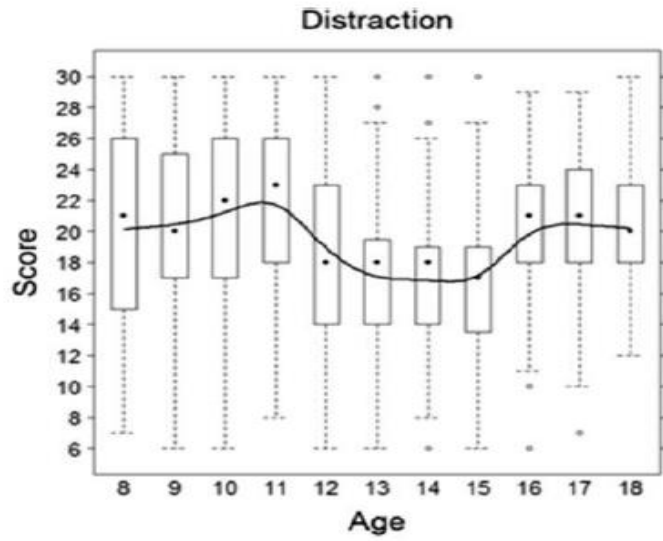
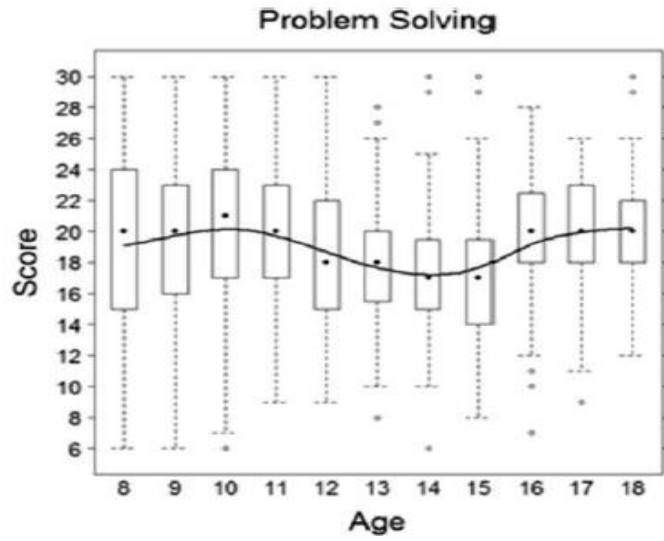


Figure 1. Adaptive emotion regulation from age 11 to age 50 (means and SE).

Gullone, E., Hughes, E.K., King, N.J., & Tonge, B. (2009)



TOM, 13 YEARS



woedebuiten

heel verdrietig

Wat gebeurt er wanneer emotieregulatie niet goed lukt?

RQ2: HOE IS DE RELATIE TUSSEN EMOTIEREGULATIE EN PSYCHOPATHOLOGIE?

Cogn Ther Res (2014) 38:493–504
DOI 10.1007/s10608-014-9616-x

ORIGINAL ARTICLE

Emotion Regulation in Children with Emotional Problems

**Caroline Braet · Lotte Theuwis · Kim Van Durme ·
Julie Vandewalle · Eva Vandevivere · Laura Wante ·
Ellen Moens · Sandra Verbeken · Lien Goossens**





Emotion Regulation Strategies in Depressive and Anxiety Symptoms in Youth: A Meta-Analytic Review

Johanna Özlem Schäfer¹ · Eva Naumann² · Emily Alexandra Holmes^{3,4} ·
 Brunna Tuschen-Caffier¹ · Andrea Christiane Samson^{5,6}



ER strategy	Psychopathology	Mean ES	95 % CI	p-value	k	Q (p-value)
<i>Adaptive</i>						
Cognitive reappraisal	Overall	-.30	-.36 - .23	<.0001	10	ns
	Depressive symptoms	-.31	-.37 - .24	<.0001	7	ns
	Anxiety symptoms	-.29	-.47 - .09	<.01	3	<.05
Problem solving	Overall	-.34	-.44 - .24	<.0001	9	<.0001
	Depressive symptoms	-.34	-.46 - .21	<.0001	7	<.0001
	Anxiety symptoms	-.34	-.43 - .24	<.0001	2	ns
Acceptance	Overall	-.46	-.56 - .35	<.0001	4	<.01
	Depressive symptoms	-.50	-.56 - .44	<.0001	2	ns
	Anxiety symptoms	-.42	-.60 - .19	<.001	2	<.01
<i>Maladaptive</i>						
Avoidance	Overall	.51	.42 .59	<.0001	6	<.01
	Depressive symptoms	.55	.43 .65	<.0001	4	<.05
	Anxiety symptoms	.43	.34 .52	<.0001	2	ns
Suppression	Overall	.22	.15 .28	<.0001	14	<.001
	Depressive symptoms	.22	.15 .30	<.0001	10	<.01
	Anxiety symptoms	.21	.03 .38	<.05	4	<.01
Rumination	Overall	.50	.45 .54	<.0001	25	<.0001
	Depressive symptoms	.51	.44 .57	<.0001	18	<.0001
	Anxiety symptoms	.46	.41 .51	<.0001	7	<.05

Note: k=number of effect sizes

ER emotion regulation



Contents lists available at ScienceDirect

Clinical Psychology Review



Emotion-regulation strategies across psychopathology: A meta-analytic review

Amelia Aldao^{a,1}, Susan Nolen-Hoeksema^{a,*}, Susanne Schweizer^{b,2}

^a Department of Psychology, Yale University, 2 Hillhouse Ave, New Haven, CT 06520, United States

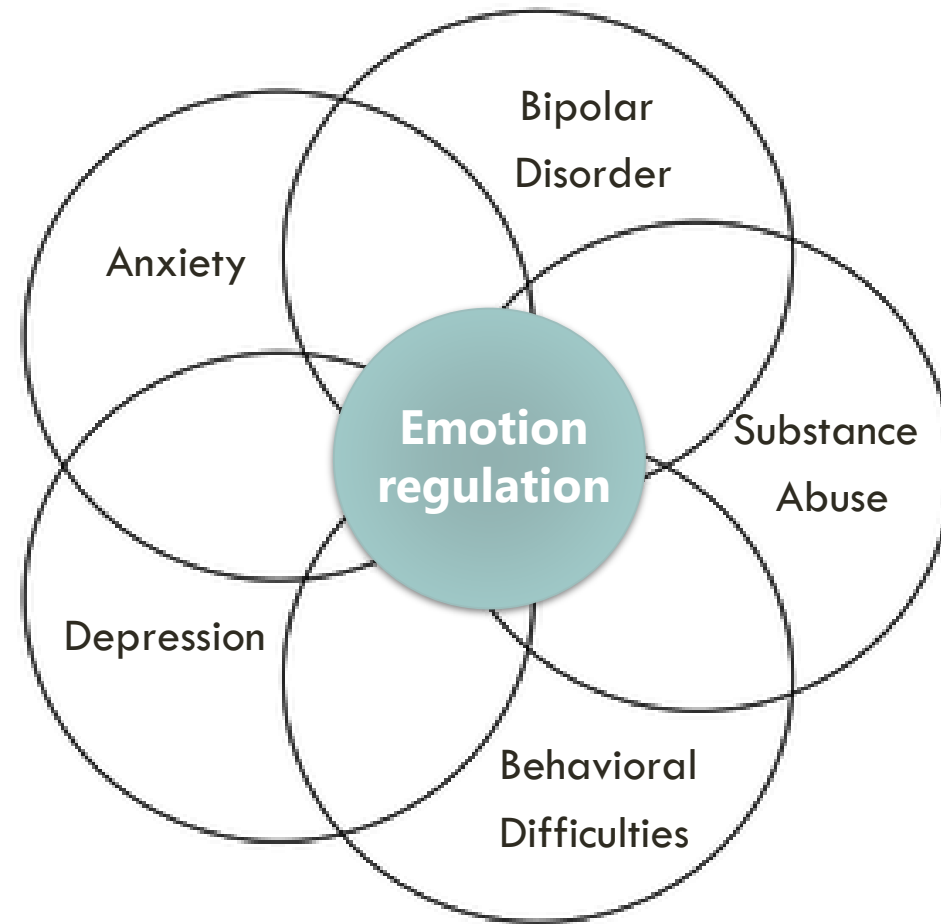
^b MRC Cognition and Brain Sciences Unit, 15 Chaucer Road, Cambridge, CB2 7EF, UK

Table 3

Emotion-regulation strategies across psychopathology groups.

Emotion-regulation strategy	Mean	95% CI	95% CI	p-value
Acceptance	-.19	-.40	.05	ns
Avoidance	.38	.33	.44	<.001
Problem solving	-.31	-.36	-.25	<.001
Reappraisal	-.14	-.20	-.07	<.001
Rumination	.49	.45	.52	<.001
Suppression	.34	.28	.39	<.001

TRANSDIAGNOSTIISCH MECHANISM



OVERVIEW

- ❓ RQ1 Emotieregulatie: wat is normatief?
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- ❓ RQ4 Wat brengt de toekomst?

RQ2: EMOTIEREGULATIE: VERANDERBAAR BIJ KINDEREN?

Psychotherapy
and Psychosomatics

Regular Article

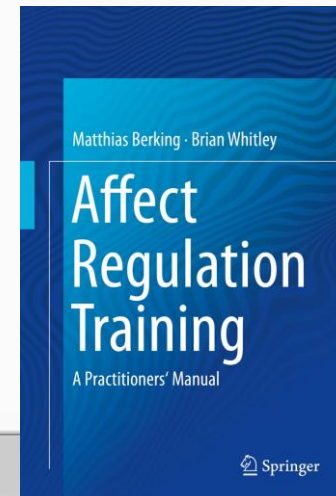
Psychother Psychosom 2013;82:234–245
DOI: 10.1159/000348448

Received: June 1, 2012
Accepted after revision: December 24, 2012
Published online: May 22, 2013

Emotion Regulation Skills Training Enhances the Efficacy of Inpatient Cognitive Behavioral Therapy for Major Depressive Disorder: A Randomized Controlled Trial

Matthias Berking^a David Ebert^a Pim Cuijpers^b Stefan G. Hofmann^c

^aPhilipps-University, Marburg, Germany; ^bVU University Amsterdam, Amsterdam, The Netherlands;
^cBoston University, Boston, Mass., USA





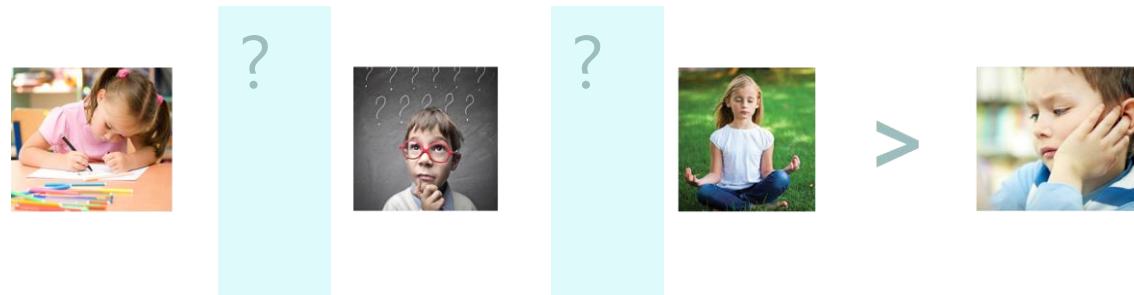
Research at Ghent University



STUDIE

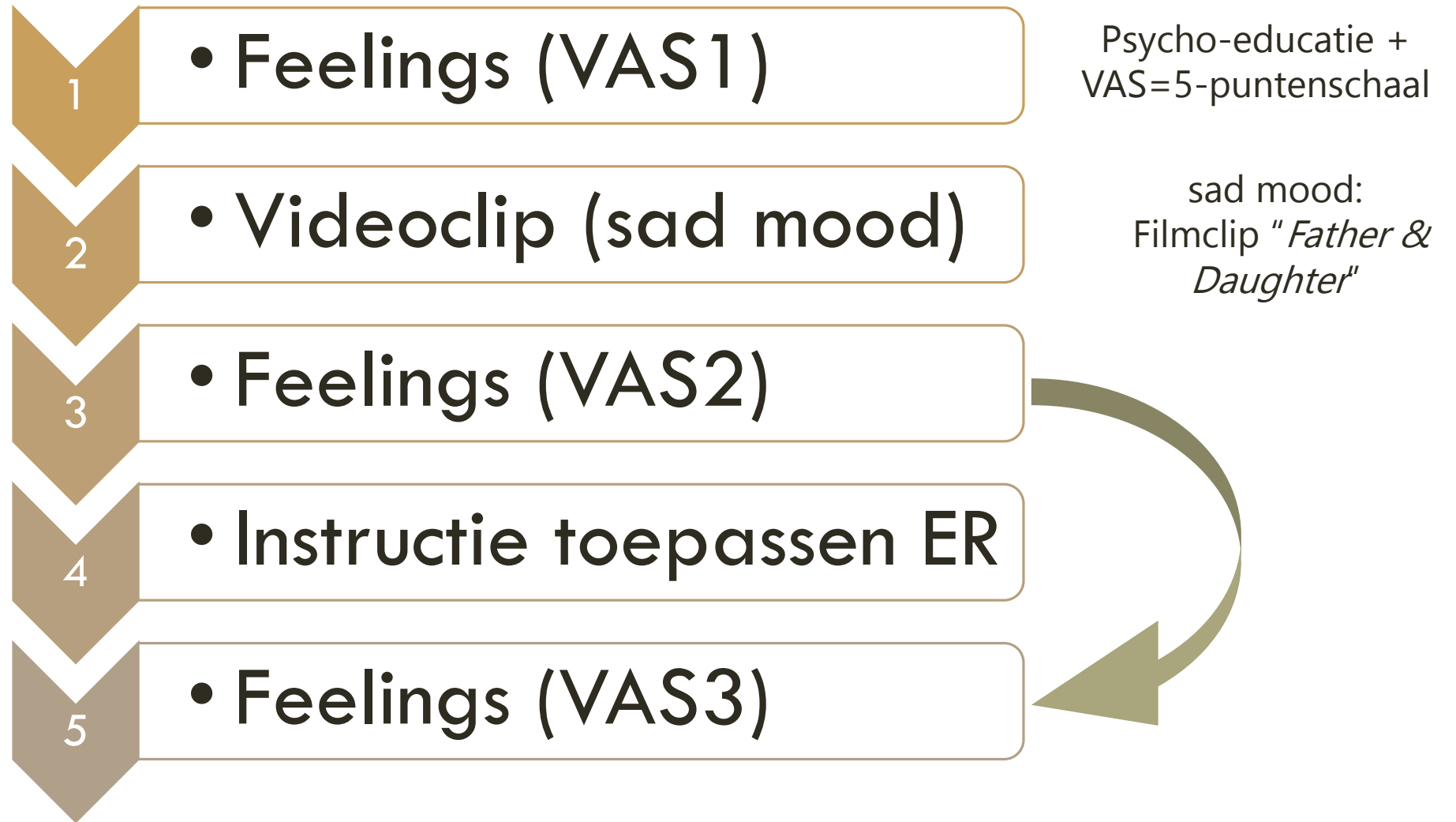
- Schoolkinderen (10-13 jaar, n=184)
- ER workshop: psycho-educatie+ één strategie
- Strategie 1: Distraction
- Strategie 2: Cognitive reappraisal
- Strategie 3: Acceptance

vs. Controle: Rumination

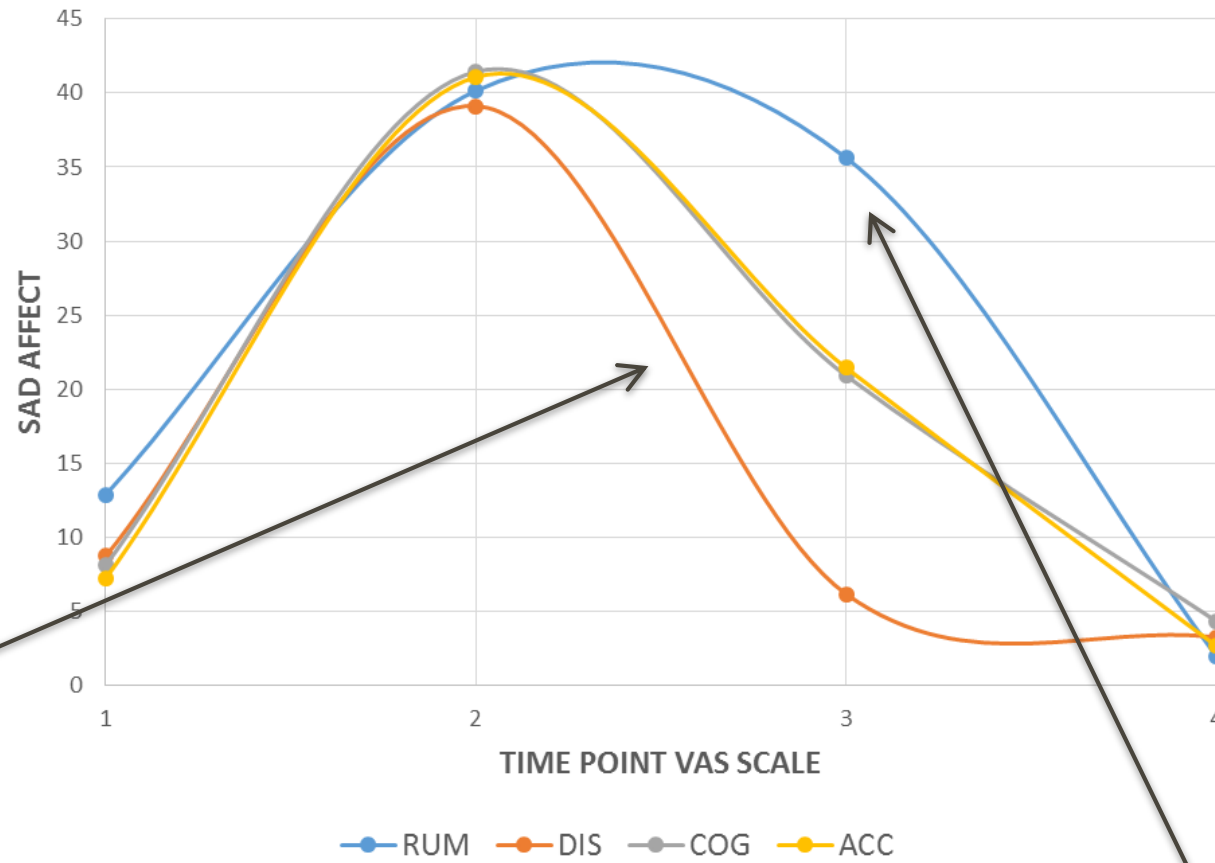


See: Wante, L., Van Beveren, M.L., Theuwis, L., & Braet, C (2018).

Procedure



RESULTATEN:
Sad feelings:
 $F(3, 158) = 4.12, p = .008$



VERVOLGSTUDIE

- Schoolkinderen (10-13 years, n=184)
- ER workshop: psycho-educatie+ één strategie inoefenen

Strategie 1: Distraction

Strategie 2: Cognitive reappraisal

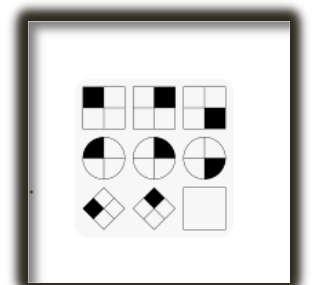
Strategie 3: Acceptance

Strategie 4: Problem Solving

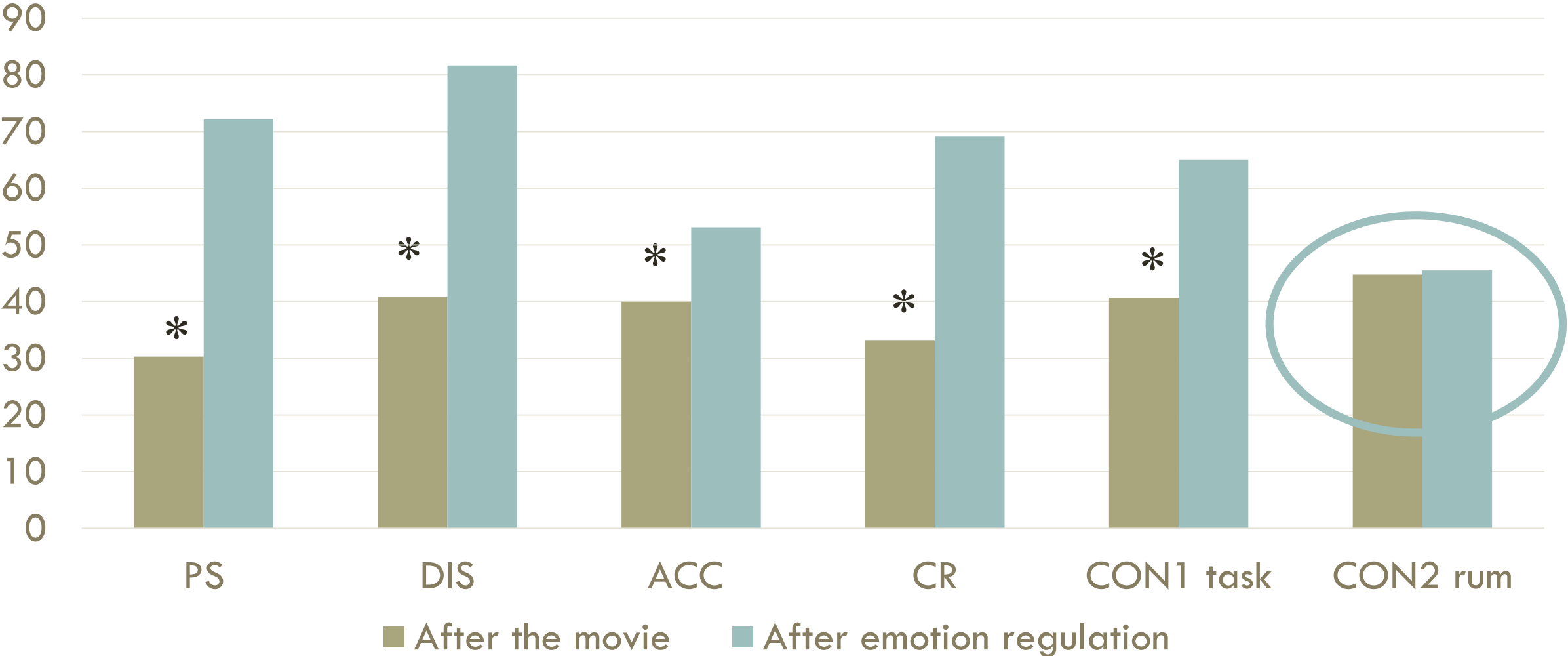
vs.

Controle 1: Rumination

Controle 2: Cognitieve Taak



Positive affect increased after emotion regulation

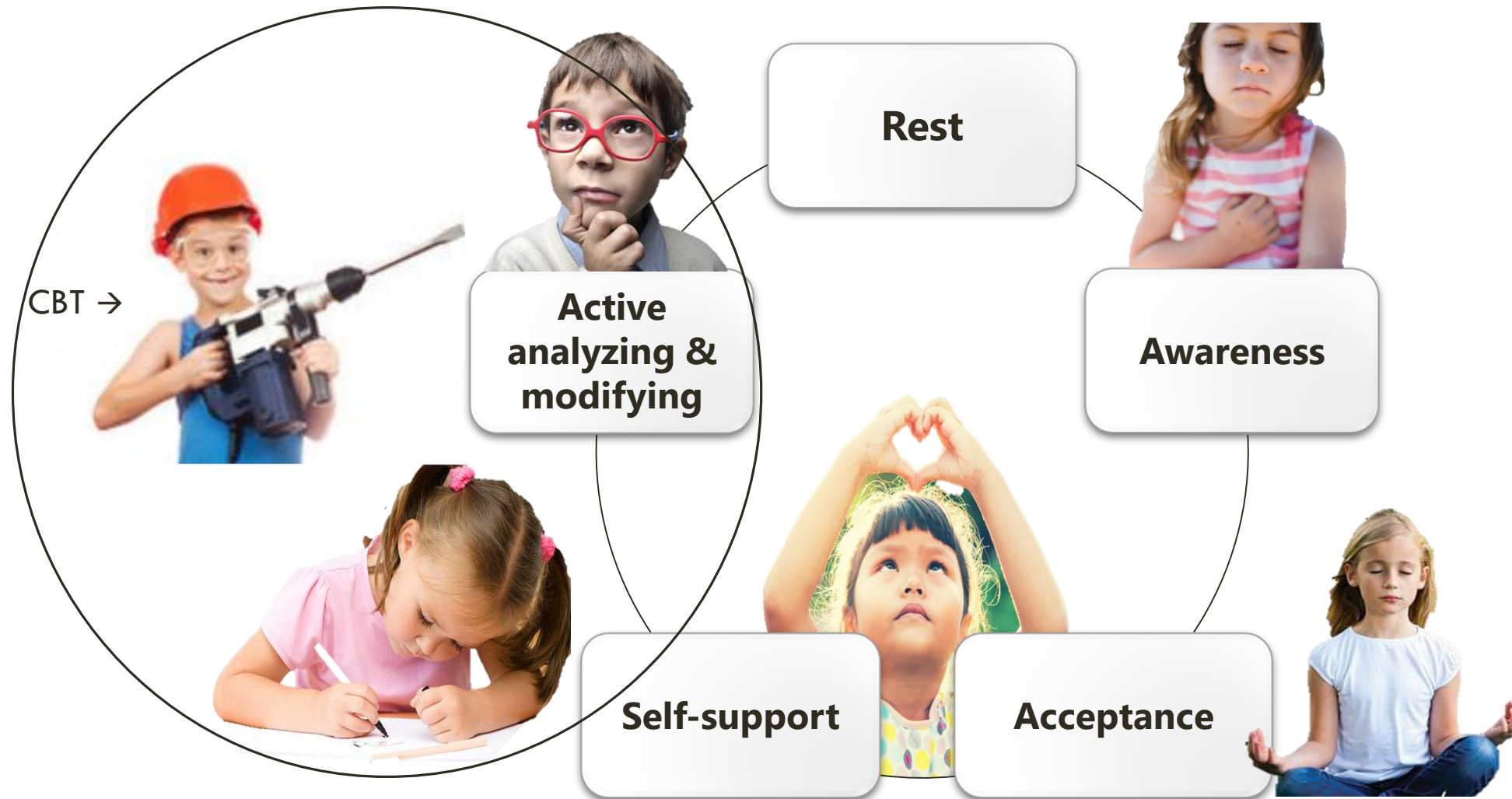


Time*condition: $F(15, 744) = 5,74, p < .001$

See: Volkaert, B., Wante, L., Vervoort, L., & Braet, C. (2018)

BOOSTCAMP EN EUREKA





School Mental Health

<https://doi.org/10.1007/s12310-021-09478-y>

ORIGINAL PAPER



The Evaluation of Boost Camp: A Universal School-Based Prevention Program Targeting Adolescent Emotion Regulation Skills

Brenda Volkaert¹  · Laura Wante¹ · Tom Loeys² · Elisa Boelens¹ · Caroline Braet¹

Accepted: 22 September 2021

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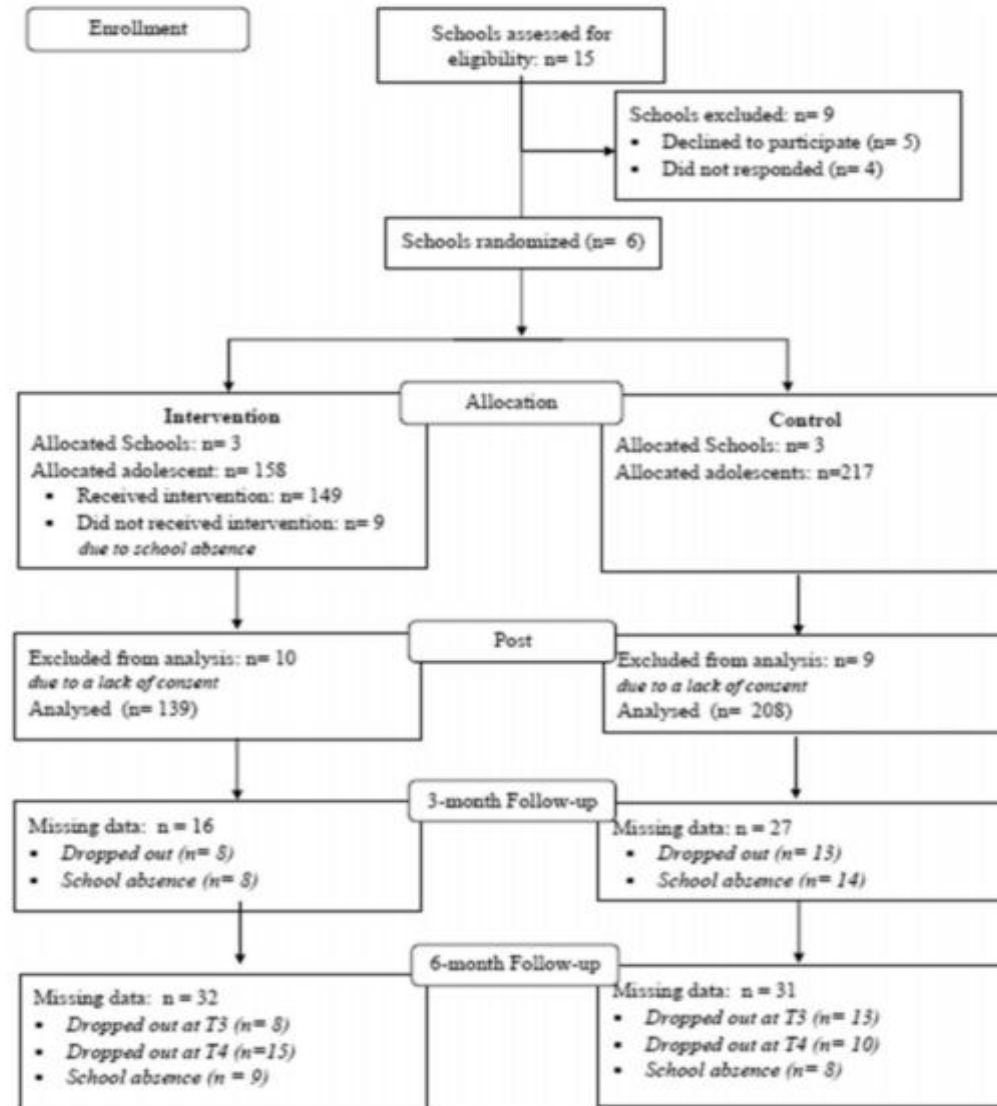


Fig. 1 Study design

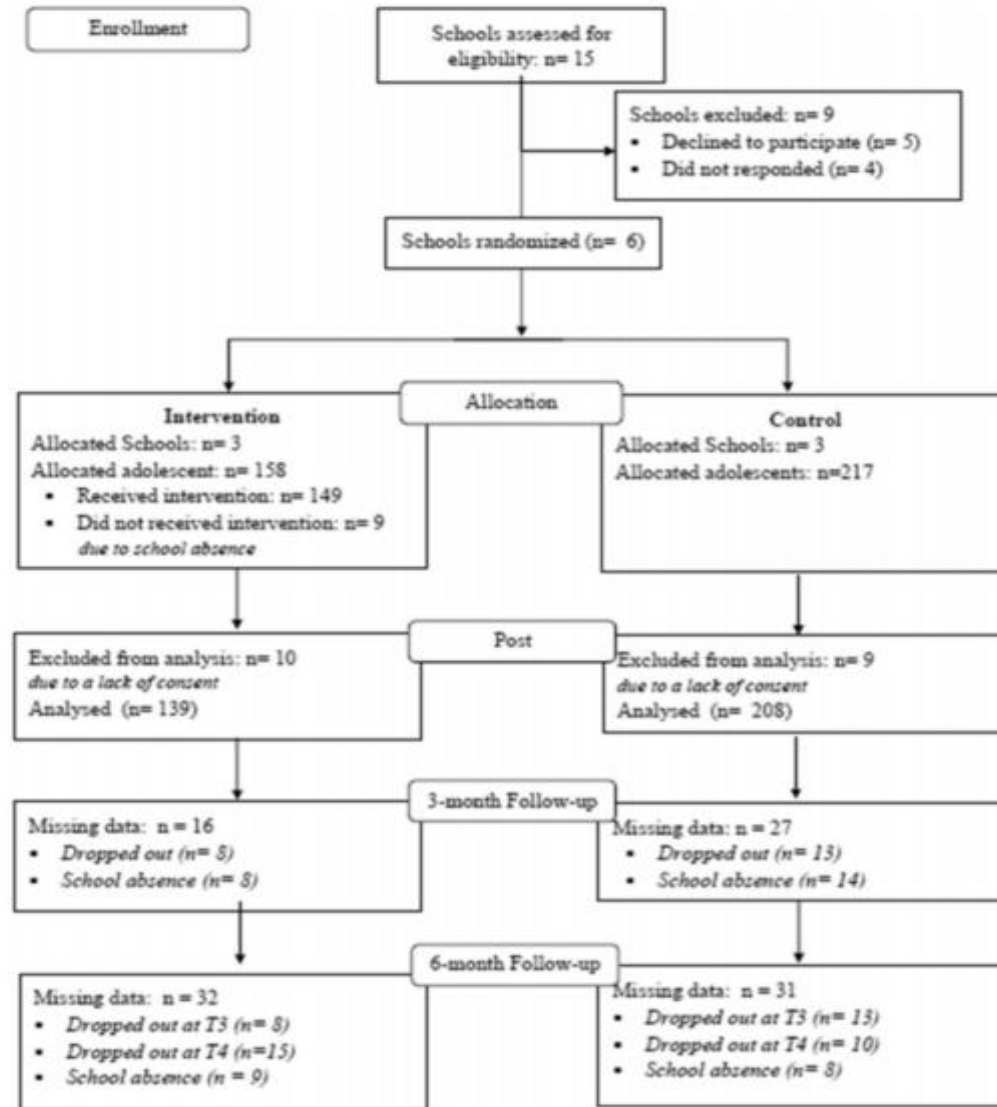
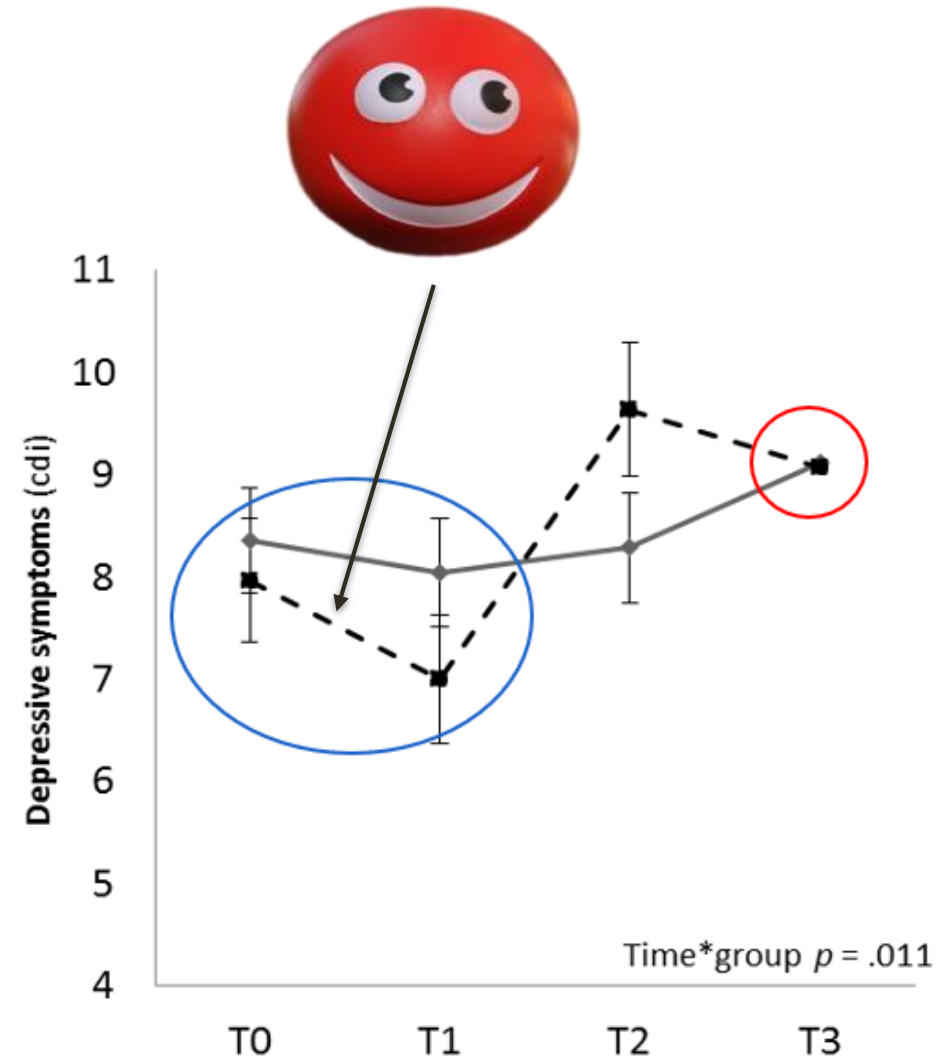


Fig. 1 Study design



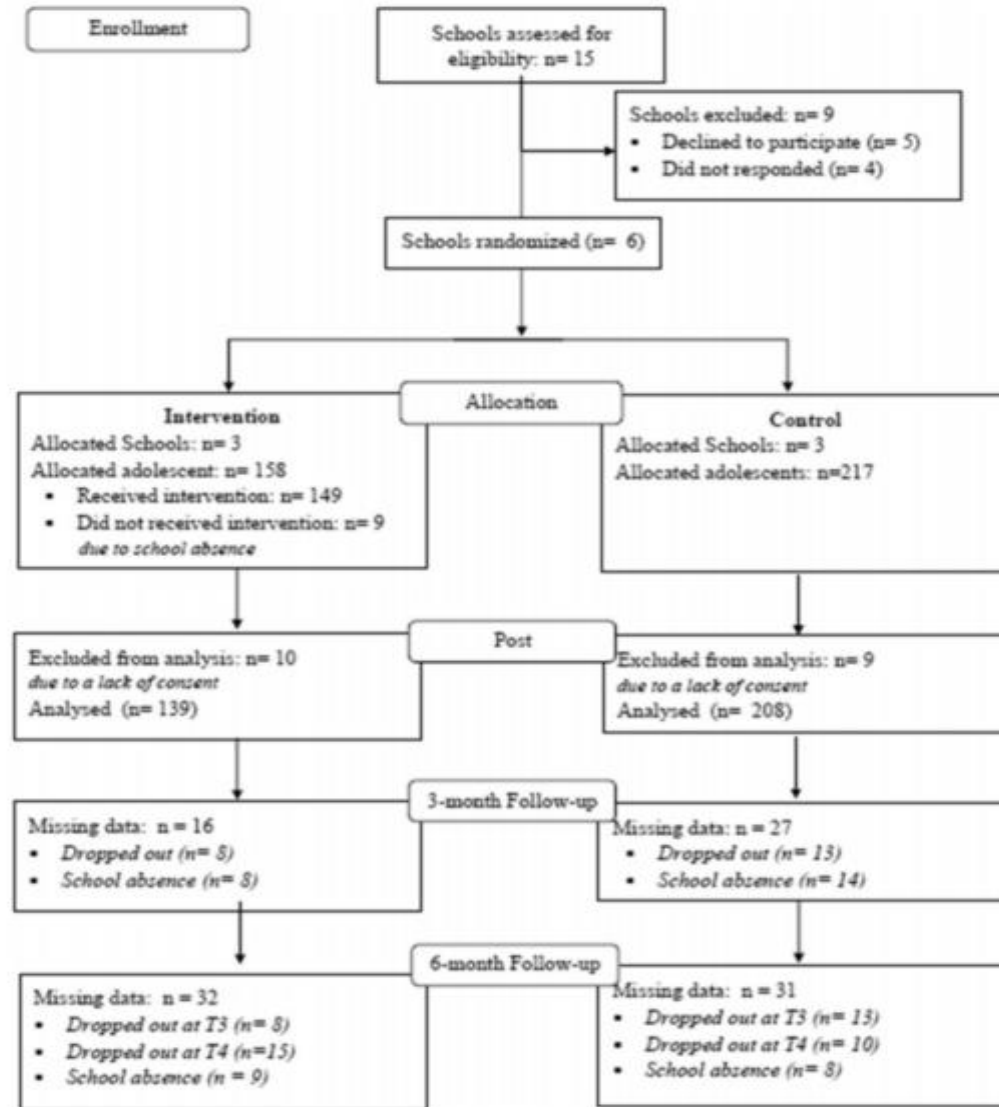
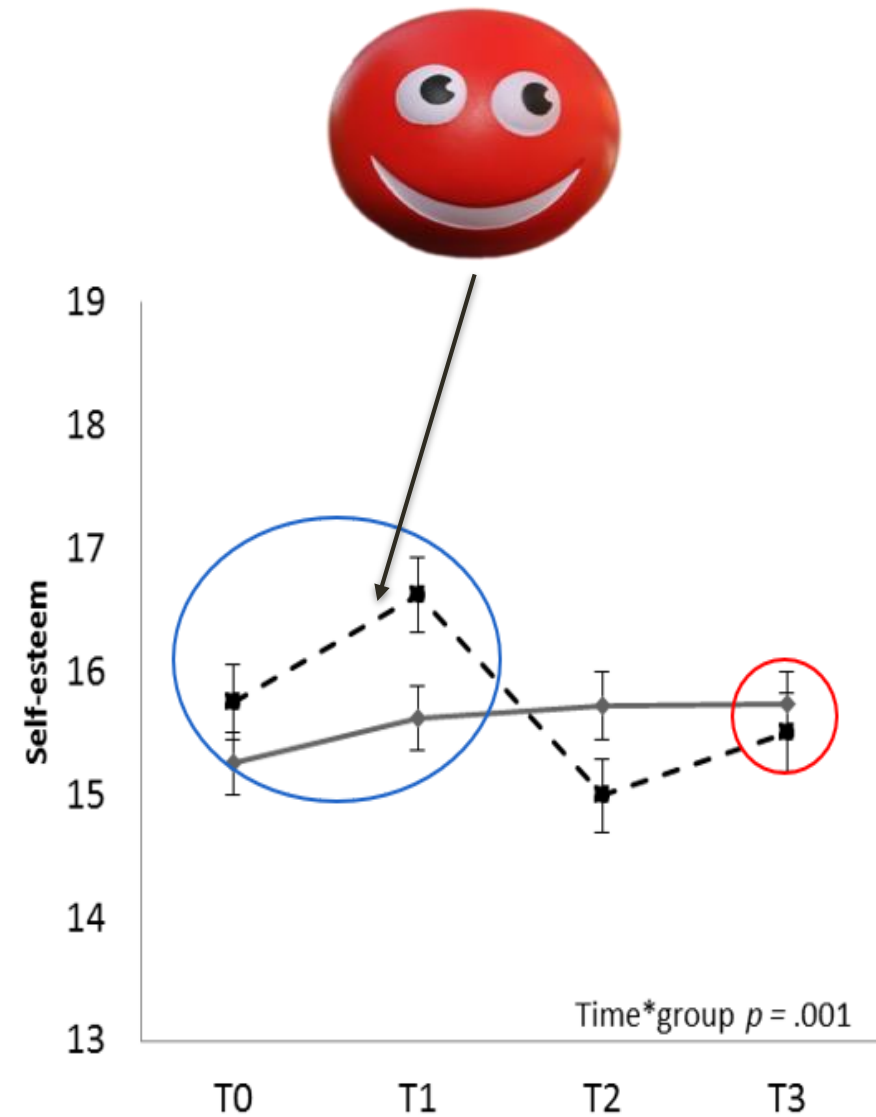


Fig. 1 Study design



BOOSTCAMP: LESSONS LEARNED



- Meer sessies nodig
- Meer training nodig
- Niet als stand-alone?

OVERVIEW

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- ❓ RQ4 Wat brengt de toekomst?



EUREKA



A brief emotion regulation training in children and adolescents with obesity: A feasibility study

Elisa Boelens*, Caroline Braet, Taaïke Debeuf, Laura Wante, Brenda Volkaert, Sandra Verbeken

Department of Developmental, Personality and Social Psychology, Ghent University, Henri Dunantlaan 2, Ghent 9000, Belgium

Debeuf et al. *Trials* (2020) 21:153
<https://doi.org/10.1186/s13063-019-4020-1>

Trials

STUDY PROTOCOL **Open Access**

Emotion regulation training in the treatment of obesity in young adolescents: protocol for a randomized controlled trial

Taaïke Debeuf*, Sandra Verbeken, Elisa Boelens, Brenda Volkaert, Eva Van Malderen, Nathalie Michels and Caroline Braet



EUREKA: LESSONS LEARNED



- Emotiegereguleatie is te trainen
- Beter toevoegen aan behandeling
- Mits aandacht voor ganse cirkel

Lopend onderzoek:

- N=1 studies voor jongeren (9-15j externaliserende en internaliserende problemen, inpatient en ambulant)

Vragen:

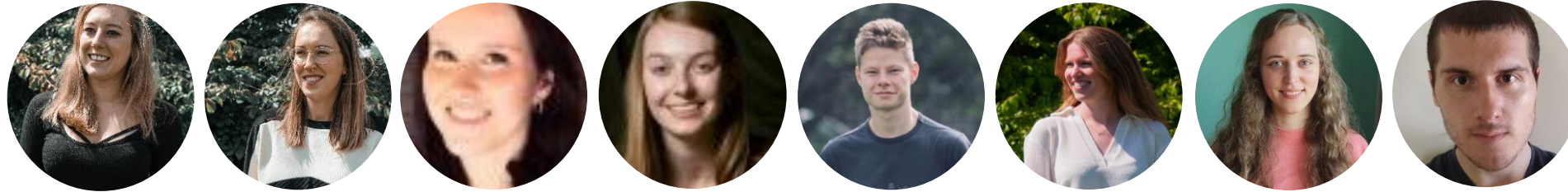
1. Voorafgaand aan therapie: faciliterende rol?
2. Rol van de ouders?
3. Deels digitaal: Blended care?



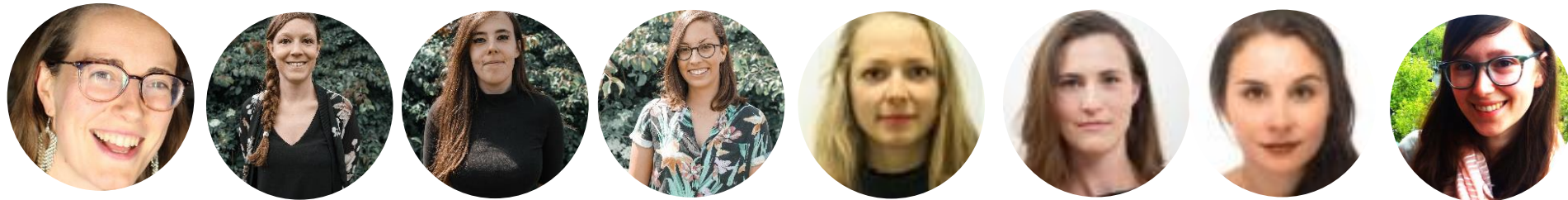


LONG TERM INVESTMENT

THANKS TO OUR LAB!



STRESS
DEPRESSION
BURNOUT



EATING PROBLEMS
OBESITY



CLINICAL
EXPERTISE



QUESTIONS?