

# Mindful Continuing Education

## Self-Regulation and Adolescence

### Seven Key Principles of Self-Regulation

**1. Self-regulation serves as the foundation for lifelong functioning across a wide range of domains, and it includes each of the following principles EXCEPT:**

- A. Self-regulation is defined from an applied perspective as the act of managing cognition and emotion to enable goal-directed actions such as organizing behavior, controlling impulses, and solving problems constructively
  - B. Self-regulation enactment is influenced by a combination of individual and external factors including biology, skills, motivation, caregiver support, and environmental context
  - C. It is critical to develop self-regulation skills early in life, as it is not likely that such skills can be acquired later if foundational skills were not taught
  - D. Development of self-regulation is dependent on "co-regulation" provided by parents or other caregiving adults, and it can be disrupted by prolonged or pronounced stress and adversity including poverty and trauma experiences
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### Understanding Self-Regulation

**2. The most internal factor influencing a child's capacity for self-regulation is the child's biology, genetics, and temperament, followed next by the skills he or she has been able to develop over time.**

- A. True
  - B. False
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### Self-Regulation and its Development

**3. Over time, self-regulation skills are learned through instruction, support, and reinforcement or scaffolding, ideally within the context of a loving and receptive relationship with a caregiver, which is a process called "formative guidance."**

- A. True
  - B. False
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### Stress

**4. Which of the following is an accurate statement about stress and self-regulation?**

- A. It is generally accepted within the child development field that stress and self-regulation have a curvilinear relationship, so that while some stress may increase arousal, focus, and goal-orientation in a way that enhances self-regulation, too much stress may impair it
  - B. While the human stress response system is generally well-equipped to manage acute stress, chronic stress may have detrimental effects on the brain and behavior
  - C. Chronic stress exposure over-stimulates the body's stress system and often leads to sustained high concentrations of stress hormones, even without any immediately accompanying threat, which is presumed to have an adverse effect on the development of self-regulation in childhood and adolescence
  - D. All of the above
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**Key Findings**

**5. Parental characteristics that tend to predict self-regulation development and buffer the effects of other stressors in the family and environment include warmth, responsiveness, and:**

- A. Stability
  - B. Respectfulness
  - C. Sensitivity
  - D. Humanity
- 

**Promoting Self-Regulation in Adolescents and Young Adults: A Practice Brief**

**6. Critical self-regulation skills that are under development during adolescence involve increased complexity in thinking, managing frustration and stress, and integrating thoughts and emotions in a way that supports goal achievement, as well as compassion towards self and others.**

- A. True
  - B. False
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**How Can Programs Support Self-Regulation Development in Older Adolescents and Young Adults?**

**7. The authors report that types of interventions that appear promising for self-regulation development in 14 to 25-year-olds who may not yet warrant mental health treatment include conflict resolution, anger coping, stress management, resiliency training, and:**

- A. Mind-body and mindfulness programs
- B. Decision-making skill building

- C. Peer-support and mentoring
  - D. Critical and creative thinking
- 

**8. General guidelines for implementing preventive self-regulation programs include using selective and specific approaches that target those most in need.**

- A. True
  - B. False
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## **Communicating Scientific Findings About Adolescence and Self-Regulation: Challenges and Opportunities-Introduction**

**9. One challenge with addressing self-regulation in adolescence is overcoming negative perceptions and portrayals of adolescents that serve to depress public support for interventions designed to improve developmental outcomes among this age group.**

- A. True
  - B. False
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## **Untranslated Science Story of Self-Regulation, Adolescence, and Intervention**

**10. Core themes of self-regulation science include: it is multi-dimensional, it is foundational, it is an act, not a trait, and it is determined by multiple characters.**

- A. True
  - B. False
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## **The Public Story of Self-Regulation, Adolescence and Intervention-Findings**

**11. One of the biggest challenges for understanding and communicating about self-regulation is the existing cultural model that assumes that each individual is responsible for his or her circumstances and achievements in life, which is known as egoism.**

- A. True
  - B. False
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**12. Research on public understanding of developmental outcomes indicates that many assume that positive and healthy development "just happens," and that poor development is an exception that occurs primarily within stereotyped groups of people who are seen to lack the drive, willpower and**

**"values" that are viewed as necessary to "do well."**

- A. True
  - B. False
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**13. Attitudes about children's development can be shifted by embracing the idea that supporting skills and capacities early in life will become the basis of a prosperous and sustainable society, which is known as:**

- A. Reciprocal abundance
  - B. Unified wellness
  - C. Accumulated fortune
  - D. Collective prosperity
- 

**14. Experts contend that the new narrative of self-regulation must continuously emphasize the extent to which context and environment matter, and should provide causal explanations that show how early adversity can disrupt the development of self-regulation.**

- A. True
  - B. False
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