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Clinical and Biological Correlates of Emotional Dysregulation in Children and Adolescents: A Transdiagnostic Approach to Developmental Psychopathology

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Deadline for manuscript submissions:
closed (15 January 2024)

Message from the Guest Editors

Emotion regulation is defined as the ability to regulate behavioral and physiological reactivity to sensory stimuli and environmental situations. On the other hand, the failure to regulate one's own emotions, that is, emotional dysregulation (ED), has become a diagnostic challenge in the last several decades with a great heterogeneity of clinical presentations. It affects at least 1–6% of the general population, and significantly and negatively impacts school functioning and professional outcome, social adjustment and acceptability by peers, and current and later quality of life. ED represents a highly relevant construct in psychiatry research and clinical practice in terms of developmental outcomes and prognostic implications. Clinicians should always detect the presence of ED when dealing with challenging children and adolescents by means of several validated clinical measures. Along with these, neurofunctional findings based on brain imaging techniques and peripheral indexes of functioning of the autonomic nervous system have recently emerged as reliable transdiagnostic biomarkers of ED in psychopathology.

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