

Individual differences in the effectiveness of self-distancing for young children's emotion
regulation

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Statement of Contribution

What is already known about self-distancing in young children:

- Using third-person speech and pretending to be a media character improves children's self-regulation.
- Age and theory of mind skills are related to the effectiveness of self-distancing.

What the present study adds:

- Self-distancing can help children regulate their emotions during an emotionally charged task
- Individual differences in executive function and effortful control are related to the efficacy of self-distancing

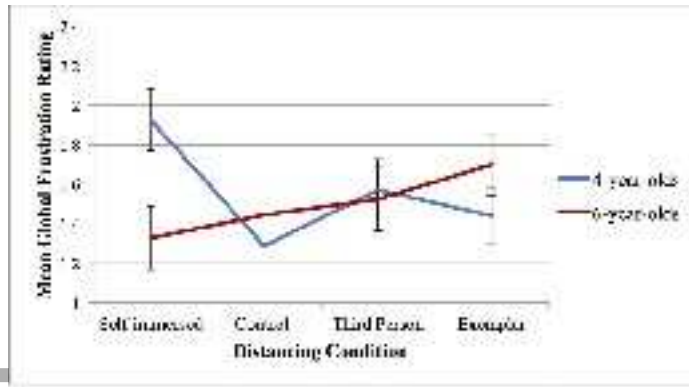


Figure 7. Age x condition interaction controlling for time-on-task (in seconds). Bars represent standard error of the mean.

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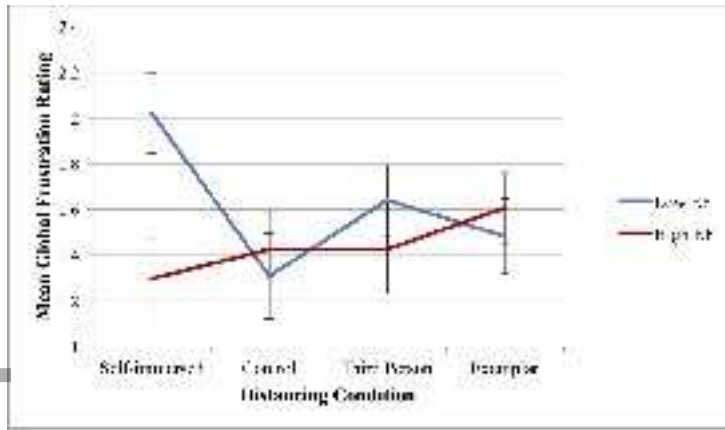


Figure 2. Condition by EF level interaction controlling for age in months, verbal ability (Freebody Picture Vocabulary Test Scores), and time on task (in seconds). Bars represent standard error of the mean.

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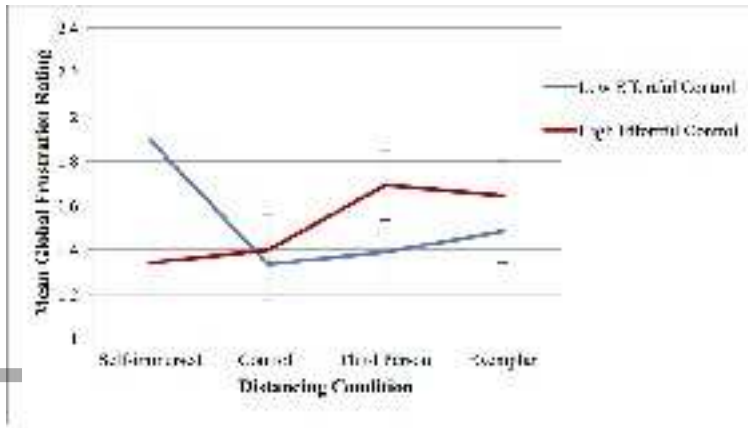


Figure 3. Condition x Effortful Control based interaction controlling for time-on-task for 3-year-olds and age in months. Dots represent standard error of the mean.

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