

Entrenamiento de las habilidades emocionales desde la Terapia Dialéctico Conductual: una revisión de intervenciones en jóvenes

Nombres y apellidos

Angela Patricia Franco Mosquera
Código estudiantil: 2025117272436

Vanessa Lucia Natera Llanos
Código estudiantil: 20192916280

Tatiana Severiche Ortega
Código estudiantil: 20201923349

Trabajo de Investigación presentado como requisito para optar el título de:
Especialista en Psicología Clínica

Tutor(es):

Milgen José Sánchez Villegas

RESUMEN

La desregulación emocional se entiende como la incapacidad de evaluar y regular adaptativamente las respuestas afectivas y es un factor de riesgo transdiagnóstico en la salud mental de los jóvenes; por lo que se asocia alteraciones en estado de ánimo, conductas impulsivas, autolesivas, ideación suicida, entre otras. La Terapia Dialéctico Conductual (DBT) en respuesta a esta problemática, propone la enseñanza de estrategias funcionales de gestión emocional. El objetivo de la presente monografía fue identificar las intervenciones de DBT basadas en evidencia para el entrenamiento de habilidades emocionales en jóvenes, comprendiendo el periodo entre 2020 y 2024 en la base de datos Web of Science. Los resultados iniciales arrojaron 87 artículos de los cuales se incluyeron 20 de ellos al cumplir con los criterios de inclusión. Los programas que se analizaron buscan entrenar los módulos centrales de la DBT: Mindfulness, tolerancia al malestar, regulación emocional y eficacia interpersonal a jóvenes en diferentes contextos. Los resultados indican un impacto significativo en disminución de dificultades de regulación emocional, reflejado en reducción de conductas de riesgo como ideación suicida, autolesiones, intento suicida y hospitalizaciones en participantes. Este tratamiento evidenció más efectividad en Trastorno Límite de la Personalidad, pero también se encontró que puede mejorar funciones ejecutivas en Trastorno del Espectro autista, mejorar el manejo emocional en ansiedad y depresión diagnóstico que más evidencia efectividad, además de mitigar síntomas de algunos trastornos de conducta. Otros programas

se dirigieron a jóvenes sin afecciones clínicas, con propósito educativo y preventivo; y la mayoría de ellos brindaba entrenamiento familiar. De este modo, los resultados demuestran que la DBT es una herramienta que se puede adaptar para abordar problemas emocionales en distintos grupos de jóvenes; además que su implementación es potencialmente efectiva en entornos clínicos, educativos, digitales e institucionales; importante para mejorar el bienestar y prevenir consecuencias negativas en la adultez; al enseñar estrategias funcionales de autorregulación e impactar en algunas ocasiones contexto social y familiar.

Palabras clave: Terapia Dialéctico Conductual, Habilidades emocionales, Jóvenes, Desregulación emocional, Intervención.

ABSTRACT

Emotional dysregulation is understood as the inability to evaluate and adaptively regulate affective responses, and it constitutes a transdiagnostic risk factor for mental health problems in young people. It is therefore associated with mood disturbances, impulsive and self-injurious behaviors, suicidal ideation, among others. Dialectical Behavior Therapy (DBT), in response to this issue, proposes the teaching of functional strategies for emotional management. The objective of this monograph was to identify evidence-based DBT interventions for emotional skills training in young people, focusing on studies published between 2020 and 2024 in the Web of Science database. The initial search yielded 87 articles, of which 20 met the inclusion criteria. The analyzed programs aimed to train the core DBT modules—mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness—among youth in different contexts. The results indicate a significant impact on reducing emotional regulation difficulties, reflected in decreased risk behaviors such as suicidal ideation, self-harm, suicide attempts, and hospitalizations among participants. This treatment showed greater effectiveness for borderline personality disorder but was also found to enhance executive functions in autism spectrum disorder, improve emotional management in anxiety and depression—the diagnoses with the strongest evidence of efficacy—and mitigate symptoms of some conduct disorders. Other programs targeted non-clinical youth populations with educational and preventive purposes, and most included family training. Overall, the findings demonstrate that DBT is a flexible tool

that can be adapted to address emotional difficulties across different groups of young people. Its implementation appears to be potentially effective in clinical, educational, digital, and institutional settings, contributing to improved well-being and prevention of negative outcomes in adulthood by teaching functional self-regulation strategies and, in some cases, influencing the social and family context.

Keywords: Dialectical Behavior Therapy (DBT), Emotional Skills, Youth, Emotional Dysregulation, Intervention.

REFERENCIAS BIBLIOGRÁFICAS

1. Anestis, J. C., Charles, N. E., Lee-Rowland, L. M., Barry, C. T., & Gratz, K. L. (2020). Implementing dialectical behavior therapy skills training with at-risk male youth in a military-style residential program. *Cognitive and Behavioral Practice, 27*(2), 169–183.
<https://pdf.sciencedirectassets.com/273506/1-s2>.
2. Azevedo, J., Carreiras, D., Hibbs, C., Guiomar, R., Osborne, J., Hibbs, R., & Swales, M. (2024). Benchmarks for dialectical behavioural therapy intervention in adults and adolescents with borderline personality symptoms. *International journal of clinical and health psychology: IJCHP, 24*(2), 100446. <https://doi.org/10.1016/j.ijchp.2024.100446>
3. Bandura, A. (1977). *Social learning theory*. Prentice Hall.
4. Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.
5. Bautista Hernández, G. B. H., Vera Noriega, J. A., Machado Moreno, F. A., y Rodríguez Carvajal, C. K. (2021). Depresión, desregulación emocional y estrategias de afrontamiento en adolescentes con conductas de autolesión. *Acta Colombiana de Psicología, 25*(1), 137–150.
<https://doi.org/10.14718/ACP.2022.25.1.10>
6. Birt, J., Thacher, A., Steinberg, H., Weiler, R., Poplawski, R., Dobbs-Marsh, J., Robinson, A., & Zack, S. (2023). Effectiveness of DBT skills training in outpatient men: A naturalistic study. *Psychological Services, 20*(2), 122–129. <https://doi.org/10.1037/ser0000686>

7. Bolaños Rueda, J. J., Campos Miranda, J. E., Castillo Paz, J. A., Chávarry Reátegui, L. F., & Gomero Ramírez, P. I. (2024). La Ansiedad y satisfacción con la vida en adolescentes: el papel mediador de la desregulación emocional. *Revista Peruana De Ciencias De La Salud*, 6(2), 113-119.
<https://doi.org/10.37711/rpcs.2024.6.2.450>
8. Boutelle, K. N., Manzano, M. A., Pasquale, E. K., Bernard, R. S., Strong, D. R., Rhee, K. E., Eichen, D. M., Engel, S., Miller, A., & Peterson, C. B. (2024). Design of the FRESH-teen study: A randomized controlled trial evaluating an adapted emotion regulation weight loss program for adolescents with overweight or obesity and their parent. *Contemporary Clinical Trials*, 145, 107640. <https://doi.org/10.1016/j.cct.2024.107640>
9. Byllesby, B. M., Haney, A. M., & Asamsama, O. H. (2023). Emotion Dysregulation and Substance Use Risk and Protective Factors among Veterans in Residential Treatment. *Substance Use & Misuse*, 58(7), 930–938. <https://doi.org/10.1080/10826084.2023.2196575>
10. Cabrera, G., Londoño, N., Arbeláez, J., Cruz, J., Macías, L., & España, A. (2020). Desregulación emocional y conducta disocial en una muestra de adolescentes en conflicto con la ley. *Pensamiento Psicológico*, 18(1), 103-115. <https://doi.org/10.11144/Javerianacali.PPSI18-1.decd>
11. Camp, J., Durante, G., Cooper, A., Smith, P., & Rimes, K. A. (2024). Clinical outcomes for sexual and gender minority adolescents in a dialectical behaviour therapy programme. *Behavioural And Cognitive Psychotherapy*, 52(4), 337-355. <https://doi.org/10.1017/s135246582400016x>

12. Caqueo-Urizar, A., Mena-Chamorro, P., Flores, J., Narea, M., & Irarrázaval, M. (2020). Problemas de regulación emocional y salud mental en adolescentes del norte de Chile. *Terapia Psicológica*, 38(2), 203-222.
<https://doi.org/10.4067/s0718-48082020000200203>
13. Cepeda, V. (2021). *Efecto de un protocolo de entrenamiento grupal en habilidades de regulación emocional basado en la Terapia Dialéctico Conductual (DBT) sobre la sintomatología emocional en adolescentes* [Tesis de maestría, Fundación Universitaria Konrad Lorenz]. Repositorio Fundación Universitaria Konrad Lorenz.
<https://repositorio.konradlorenz.edu.co/server/api/core/bitstreams/ed8d5173-60ee-463d-a24e-66eb5ab82306/content>
14. Chapman, A. L., & Owens, L. (2020). Mechanisms of change in dialectical behavior therapy. En *Elsevier eBooks* (pp. 51-69).
<https://doi.org/10.1016/b978-0-12-816384-9.00003-8>
15. Chugani, C. D., Murphy, C. E., Talis, J., Miller, E., McAneny, C., Condosta, D., Kamnikar, J., Wehrer, E., & Mazza, J. J. (2021). Implementing Dialectical Behavior Therapy Skills Training for Emotional Problem Solving for Adolescents (DBT STEPS-A) in a Low-Income School. *School Mental Health*, 14(2), 391-401. <https://doi.org/10.1007/s12310-021-09472-4>
16. Clifford, P., Gevers, C., Jonkman, K. M., Boer, F., & Begeer, S. (2022). The effectiveness of an attention-based intervention for school-aged autistic children with anger regulating problems: A randomized controlled trial. *Autism Research*, 15(10), 1971–1984. <https://doi.org/10.1002/aur.2800>

17. Corona Lisboa, J. L. (2015). Use and importance of monographs. *Revista Cubana de Investigaciones Biomédicas*, 34(1), 64–68.
http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0864-03002015000100007&lng=es&tlng=en
18. Cristea, I. A., Gentili, C., Cotet, C. D., Palomba, D., Barbui, C., & Cuijpers, P. (2017). Efficacy of psychotherapies for borderline personality disorder: A systematic review and meta-analysis. *JAMA Psychiatry*, 74(4), 319–328.
<https://doi.org/10.1001/jamapsychiatry.2016.4287>
19. Das, S., Goyal, N., & Sayeed, N. (2020). Efficacy of adjunctive dialectical behavior therapy skills in childhood and adolescent dissociative disorders: An open-label pilot study. *Journal of the Indian Association for Child and Adolescent Mental Health*, 16(2), 45–61.
<https://journals.sagepub.com/doi/pdf/10.1177/0973134220200204>
20. Daset, L. R., & Cracco, C. (2023). Psicología Basada en la Evidencia: algunas cuestiones básicas y una aproximación a través de una revisión bibliográfica sistemática. *Ciencias Psicológicas*, 7(2), 209-220.
http://www.scielo.edu.uy/scielo.php?script=sci_arttext&pid=S1688-42212013000200009
21. De Andrade, D., Davidson, L., Robertson, C., Williams, P., Leung, J., Walter, Z., Allan, J., & Hides, L. (2024). Randomized effectiveness-implementation trial of dialectical behavior therapy interventions for young people with borderline personality disorder symptoms. *Journal of Clinical Psychology*, 80(10), 2117–2133. <https://doi.org/10.1002/jclp.23725>

22. De la Vega, I., & Sánchez, S. (2013). Terapia dialéctico conductual para el trastorno de personalidad límite. *Acción Psicológica*, 10(1).
<https://doi.org/10.5944/ap.10.1.7032>
23. De Luna Velasco, L. E., Santana Campas, M. A., & Santoyo Telles, F. (2023). Intervenciones psicológicas para la prevención del suicidio DBT-A con adolescentes: una revisión sistemática. *Avances en Psicología*, 32(1), e3120. <https://doi.org/10.33539/avpsicol.2024.v32n1.3120>
24. DeCou, C. R., Comtois, K. A., & Landes, S. J. (2019). Dialectical behavior therapy is effective for reducing suicidal behavior: A meta-analysis. *Behavior Therapy*, 50(1), 60–72. <https://doi.org/10.1016/j.beth.2018.03.009>
25. Delaquis, C. P., Joyce, K. M., Zalewski, M., Katz, L. Y., Sulymka, J., Agostinho, T., & Roos, L. E. (2022). Dialectical behaviour therapy skills training groups for common mental health disorders: A systematic review and meta-analysis. *Journal of Affective Disorders*, 300, 305-313.
<https://doi.org/10.1016/j.jad.2021.12.062>
26. Durdurak, B. B., Morales-Muñoz, I., de Cates, A. N., Wiseman, C., Broome, M. R., & Marwaha, S. (2025). Underlying biological mechanisms of emotion dysregulation in bipolar disorder. *Frontiers in Psychiatry*, 16, 1552992.
<https://doi.org/10.3389/fpsy.2025.1552992>
27. Easdale-Cheele, T., Parlatini, V., Cortese, S., & Bellato, A. (2024). A Narrative Review of the Efficacy of Interventions for Emotional Dysregulation, and Underlying Bio–Psycho–Social Factors. *Brain Sciences*, 14(5), 453. <https://doi.org/10.3390/brainsci14050453>

28. Erikson, E. H. (1968). *Identity: Youth and crisis*. W. W. Norton.
29. Ezquiaga Bravo, I., Rodríguez, A. M., Vilar, A., Salvador, A., Biempica, M., García, K. M., Martín, L. M., & Batlle, S. (2023). Clinical improvement of teens participating in a DBT skills training. *European Psychiatry*, 66(1), S723–S724. <https://doi.org/10.1192/j.eurpsy.2023.1517>
30. Faes, F. (2023). *DBT Habilidades del modelo terapéutico dialéctico conductual*. Editorial Neuro Class. <https://doi.org/10.61303/sdh.v5i1.218>
31. Faes, F. (2025). *Terapia dialéctico conductual: Abordaje de la desregulación emocional con DBT*. Editorial Neuro Class. <https://doi.org/10.1007/s12144-023-05886-2>
32. Freeman, M. C. (2022). The World Mental Health Report: Transforming mental health for all. *World Psychiatry*, 21(3), 391–392. <https://doi.org/10.1002/wps.21018>
33. García, A., & Bueno, A. (2021). Eficacia de un programa de intervención basado en la terapia dialéctico-conductual en pacientes con trastorno límite de la personalidad. *MLS Psychology Research*, 4(2). <https://doi.org/10.33000/mlspr.v4i2.704>
34. Gasol, X., Navarro-Haro, M. V., Fernández-Felipe, I., García-Palacios, A., Suso-Ribera, C., & Gasol-Colomina, M. (2022). Preventing Emotional Dysregulation: Acceptability and Preliminary Effectiveness of a DBT Skills Training Program for Adolescents in the Spanish School System. *International Journal of Environmental Research and Public Health*, 19(1), 494. <https://doi.org/10.3390/ijerph19010494>

35. Gil-Díaz, M. E., López-Peñaloza, J., Hermosillo de la Torre, A. E., Sánchez-Loyo, L.M., Rivera-Heredia, M.E. y Reyes-Ortega, M.A. (2024). Programa de 10 sesiones en entrenamiento de habilidades DBT-A con universitarios mexicanos: ensayo clínico piloto. *Revista de Psicología y Educación*, 20(1), 35-46. <https://doi.org/10.70478/rpye.2025.20.04>
36. Goldstein, T. R., Merranko, J., Rode, N., Sylvester, R., Hotkowski, N., Fersch-Podrat, R., Hafeman, D. M., Diler, R., Sakolsky, D., Franzen, P., & Birmaher, B. (2023). Dialectical Behavior Therapy for Adolescents With Bipolar Disorder. *JAMA Psychiatry*, 81(1), 15. <https://doi.org/10.1001/jamapsychiatry.2023.3399>
37. Gratz, K. L., & Roemer, L. (2004). Multidimensional assessment of emotion regulation and dysregulation: Development and initial validation of the Difficulties in Emotion Regulation Scale (DERS). *Journal of Psychopathology and Behavioral Assessment*, 26(1), 41–54. <https://doi.org/10.1023/B:JOBA.0000007455.08539.94>
38. Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry*, 26(1), 1–26. <https://doi.org/10.1080/1047840X.2014.940781>
39. Gross, J. J., & Thompson, R. A. (2007). Emotion Regulation: Conceptual Foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3–24). The Guilford Press.
40. Harvey, L. J., White, F. A., Hunt, C., & Abbott, M. (2023). Investigating the efficacy of a Dialectical behaviour therapy-based universal intervention on

- adolescent social and emotional well-being outcomes. *Behaviour Research And Therapy*, 169, 104408. <https://doi.org/10.1016/j.brat.2023.104408>
41. Hermsillo-de-la-Torre, A. E., Arteaga-de-Luna, S. M., Arenas-Landgrave, P., González-Forteza, C., Acevedo-Rojas, D. L., Martínez, K. I., & Rivera-Heredia, M. E. (2023). DBT-PAHSE Intervention for Reduce Emotion Dysregulation and Suicide Behavior in Mexican Early Adolescents: A Longitudinal Study. *Healthcare*, 11(9), 1311. <https://doi.org/10.3390/healthcare11091311>
42. Hernández, I. R., Santana, M. A., Juárez, L. R., & Gutiérrez, G. (2024). Factores de riesgo psicosocial para la desregulación emocional en adolescentes mexicanos escolarizados de nivel secundaria. *Revista de Psicología de la Universidad Autónoma del Estado de México*, 13(37), 195-222. <https://doi.org/10.36677/rpsicologia.v13i37.24137>
43. Hervás, A. (2024). Trastornos del espectro autista, trastornos por déficit de atención hiperactividad y desregulación emocional: enmascaramiento y abordaje. *Medicina (Buenos Aires)*, 84, 17-25. <https://doi.org/10.33588/m.64S01.2017030>
44. Hiller, A. D., & Hughes, C. D. (2022). Dialectical Behavior Therapy for Adolescents: Treatment Outcomes in an Outpatient Community Setting. *Evidence-Based Practice In Child And Adolescent Mental Health*, 8(4), 488-505. <https://doi.org/10.1080/23794925.2022.2056929>
45. Huerta-Hernández, J.N., Reyes-Ortega, M.A., Sotelo-González, C.E., Gil Díaz, M.E., Lima-Téllez, Z., Gutiérrez-Cardona, C.R., y Barrientos García,

- M.T. (2021). Evaluación de la efectividad del programa DBT STEPS-A en estudiantes universitarios mexicanos. *Psicología y Salud*, 31(1), 103-112.
<https://doi.org/10.25009/pys.v31i1.2680>
46. Hughes, D. J., Kratsiotis, I. K., Niven, K., & Holman, D. (2020). Personality traits and emotion regulation: A targeted review and recommendations. *Emotion*, 20(1), 63-67. <https://doi.org/10.1037/emo0000644>
47. Iannattone, S., Mezzalana, S., Bottesi, G., Gatta, M., & Miscioscia, M. (2024). Emotion dysregulation and psychopathological symptoms in non-clinical adolescents: The mediating role of boredom and social media use. *Child and adolescent psychiatry and mental health*, 18(5), 1-12.
<https://doi.org/10.1186/s13034-023-00700-0>
48. Jobin, K., Nair, R., Ashok, L., Manjula, M., Andrews, T., Glane, E., & Krishnan, P. (2025). Mindfulness-based interventions for enhancing adolescent mental health and well-being: A scoping review. *Clinical Epidemiology And Global Health*, 101961.
<https://doi.org/10.1016/j.cegh.2025.101961>
49. Kamody, R. C., Thurston, I. B., & Burton, E. T. (2020). Acceptance-based skill acquisition and cognitive reappraisal in a culturally responsive treatment for binge eating in adolescence. *Eating Disorders*, 28(2), 184–201.
<https://doi.org/10.1080/10640266.2020.1731055>
50. Kashdan, T. B., & Rottenberg, J. (2010). Psychological flexibility as a fundamental aspect of health. *Clinical Psychology Review*, 30(7), 865-878.
<https://doi.org/10.1016/j.cpr.2010.03.001>

51. Keeshin, B. R., Bryant, B. J., & Gargaro, E. R. (2021). Emotional dysregulation. *Child And Adolescent Psychiatric Clinics Of North America*, 30(2), 375-387. <https://doi.org/10.1016/j.chc.2020.10.007>
52. Kennedy, A., & Brausch, A. M. (2023). Emotion Dysregulation, Bullying, and Suicide Behaviors in Adolescents. *Journal of Affective Disorders Reports*. 5, 1-6. <https://doi.org/10.1016/j.jadr.2023.100715>
53. Khamis, V. (2023). Difficulties in emotion regulation among Syrian refugee girls: Risk and protective factors. *American Journal of Orthopsychiatry*, 93(2), 156–165. <https://doi.org/10.1037/ort0000665>
54. Lee, H., & Lee, G. K. (2024). The Preliminary Efficacy of Emotion Regulation Skills Training for Autistic Young Adults: A Pilot Study. *Autism In Adulthood*. <https://doi.org/10.1089/aut.2023.0144>
55. Lee, K. D. M., Rodriguez, L. M., Edwards, K. M., & Neal, A. M. (2019). Emotional dysregulation and intimate partner violence: A dyadic perspective. *Psychology Of Violence*, 10(2), 162-171. <https://doi.org/10.1037/vio0000248>
56. Lenz, A. S., Del Conte, G., Douglas, C., Crenshaw, A., Dobbs, C., Stogner, E., & Williford, V. (2021). A pre-experimental evaluation of treatment gains associated with a DBT-A partial hospitalization program. *Journal of Counseling and Development*, 100(2), 146–156. <https://doi.org/10.1002/jcad.12416>
57. Linehan, M. (2020). *Manual de entrenamiento en habilidades DBT: para el/la terapeuta* (1a ed.) EDULP.

58. Linehan, M. M. (1993a). *Skills training manual for treating borderline personality disorder*. New York: Guilford Press.
59. Linehan, M. M. (1993b). *Cognitive-behavioral treatment of borderline personality disorder*. Guilford Press.
60. Linehan, M. M., & Wilks, C. (2015). The course and evolution of dialectical behavior therapy. *American Journal of Psychotherapy*, 69(2), 97-110.
<https://doi.org/10.1176/appi.psychotherapy.2015.69.2.97>
61. Lozada, A., & Valencia, C. (2024). Desregulación Emocional y su Relación con la Autoeficacia en Adolescentes. *Tesla Revista Científica*, 4(1).
<https://doi.org/10.55204/trc.v4i1.e262v>
62. Martínez, R. R., Jr., Marraccini, M. E., Knotek, S. E., Neshkes, R. A., & Vanderburg, J. (2021). Effects of Dialectical Behavioral Therapy skills training for emotional problem solving for adolescents (DBT STEPS-A) program of rural ninth-grade students. *School Mental Health*, 14(1), 165–178. <https://doi.org/10.1007/s12310-021-09463-5>
63. McCauley, E., Berk, M. S., Asarnow, J. R., Adrian, M., Cohen, J., Korslund, K., Avina, C., Hughes, J., Harned, M., Gallop, R., & Linehan, M. M. (2018). Efficacy of Dialectical Behavior Therapy for Adolescents at High Risk for Suicide. *JAMA Psychiatry*, 75(8), 777.
<https://doi.org/10.1001/jamapsychiatry.2018.1109>
64. Mehlum, L., Tørmoen, A. J., Ramberg, M., Haga, E., Diep, L. M., Laberg, S., Larsson, B. S., Stanley, B. H., Miller, A. L., Sund, A. M., & Grøholt, B. (2014). Dialectical Behavior Therapy for Adolescents With Repeated

Suicidal and Self-harming Behavior: A Randomized Trial. *Journal Of The American Academy Of Child & Adolescent Psychiatry*, 53(10), 1082-1091.

<https://doi.org/10.1016/j.jaac.2014.07.003>

65. Mennin, D. S. (2006). Emotion regulation therapy: an integrative approach to treatment resistant anxiety disorders. *Journal of Contemporary Psychotherapy*, 36, 95-105.

<https://doi.org/10.1007/s10879-006-9012-2>

66. Mercado, A., & Hinojosa, Y. (2017). Culturally adapted dialectical behavior therapy in an underserved community mental health setting: A latina adult case study. *Practice Innovations*, 2(2), 80-93.

<https://doi.org/10.1037/pri0000045>

67. Mittermeier, S., Seidel, A., Scheiner, C., Kleindienst, N., Romanos, M., & Buerger, A. (2024). Emotional dysregulation and its pathways to suicidality in a community-based sample of adolescents. *Child and Adolescent Psychiatry and Mental Health*, 18(15), 1-10.

<https://doi.org/10.1186/s13034-023-00699-4>

68. Morthorst, B., Olsen, M. H., Jakobsen, J. C., Lindschou, J., Gluud, C., Heinrichsen, M., Møhl, B., Rubæk, L., Ojala, O., Hellner, C., Bjureberg, J., & Pagsberg, A. K. (2022). Internet based intervention (Emotion Regulation Individual Therapy for Adolescents) as add-on to treatment as usual versus treatment as usual for non-suicidal self-injury in adolescent outpatients: The TEENS randomised feasibility trial. *JCPP Advances*, 2(4), e12115.

<https://doi.org/10.1002/jcv2.12115>

69. Neacsiu, A. D., Beynel, L., Graner, J. L., Szabo, S. T., Appelbaum, L. G., Smoski, M. J., & LaBar, K. S. (2022). Enhancing cognitive restructuring with concurrent fMRI-guided neurostimulation for emotional dysregulation—A randomized controlled trial. *Journal Of Affective Disorders*, 301, 378-389.
<https://doi.org/10.1016/j.jad.2022.01.053>
70. Neacsiu, A. D., Bohus, M., & Linehan, M. M. (2014). Dialectical behavior therapy: An intervention for emotion dysregulation. In J. J. Gross (2nd Ed.), *Handbook of emotion regulation* (pp. 491–507). The Guilford Press.
71. Organización Mundial de la Salud. (2024). *La salud de los adolescentes y los adultos jóvenes*. <https://www.who.int/es/news-room/fact-sheets/detail/adolescents-health-risks-and-solutions>
72. Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., Moher, D. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ*, n71. <https://doi.org/10.1136/bmj.n71>
73. Papalia, D. E. y Martorell, G. (2017). *Desarrollo humano (13a ed.)*. McGraw-Hill.
74. Paredes, C. R. S. (2022). Estrategias de la terapia dialéctico conductual para la depresión en adolescentes: una propuesta teórica. *Revista de Investigación Talentos*, 9(2), 84-100.
<https://doi.org/10.33789/talentos.9.2.172>

75. Paredes, C. R. S. (2022). Estrategias de terapia dialéctica conductual para la depresión en adolescentes: Revisión bibliográfica y documental. *Revista de Investigación Talentos*, 9(2), 84-100.
<https://dialnet.unirioja.es/descarga/articulo/8630064.pdf>
76. Patel, V., Saxena, S., Lund, C., Thornicroft, G., Baingana, F., Bolton, P., Chisholm, D., Collins, P. Y., Cooper, J. L., Eaton, J., Herrman, H., Herzallah, M. M., Huang, Y., Jordans, M. J. D., Kleinman, A., Medina-Mora, M. E., Morgan, E., Niaz, U., Omigbodun, O., . . . Unützer, J. (2018). The Lancet Commission on global mental health and sustainable development. *The Lancet*, 392(10157), 1553-1598. [https://doi.org/10.1016/s0140-6736\(18\)31612-x](https://doi.org/10.1016/s0140-6736(18)31612-x)
77. Paulus, F. W., Ohmann, S., Möhler, E., Plener, P., & Popow, C. (2021). Emotional Dysregulation in Children and Adolescents With Psychiatric Disorders. A Narrative Review. *Frontiers In Psychiatry*, 12.
<https://doi.org/10.3389/fpsy.2021.628252>
78. Paulus, F. W., Ohmann, S., Möhler, E., Plener, P., & Popow, C. (2021). Emotional Dysregulation in Children and Adolescents With Psychiatric Disorders. A Narrative Review. *Frontiers in psychiatry*, 12, 1-32.
<https://doi.org/10.3389/fpsy.2021.628252>
79. Pinargote, J. A., Paredes, C. R. S., & Fernández, M. (2025). Eficacia de la terapia dialéctica conductual en pacientes con comportamiento suicida: una revisión sistemática. *Revista PSIDIAL: Psicología y Diálogo de Saberes*, 4(1), 18-35.

<https://revistas.utm.edu.ec/index.php/psicologia/article/download/7349/9682/>

[3685](#)

80. Poon, J., Galione, J. N., Grocott, L. R., Horowitz, K. J., Kudinova, A. Y., & Kim, K. L. (2022). Dialectical behavior therapy for adolescents (DBT-A): Outcomes among sexual minorities at high risk for suicide. *Suicide & life-threatening behavior*, 52(3), 383–391. <https://doi.org/10.1111/sltb.12828>
81. Racine, N., McArthur, B. A., Cooke, J. E., Eirich, R., Zhu, J., & Madigan, S. (2021). Global prevalence of depressive and anxiety symptoms in children and adolescents during COVID-19: A meta-analysis. *JAMA Pediatrics*, 175(11), 1142–1150. <https://doi.org/10.1001/jamapediatrics.2021.2482>
82. Rathus, J. H., & Miller, A. L. (2015). *DBT skills manual for adolescents*. The Guilford Press.
83. Rizvi, S. L., Bitran, A. M., Oshin, L. A., Yin, Q., & Ruork, A. K. (2024). The state of the science: Dialectical behavior therapy. *Behavior Therapy*, 55(6), 1233-1248. <https://doi.org/10.1016/j.beth.2024.02.006>
84. Rueda-Flores, E., Delgado-Pardo, G., Villegas-Navas, M. V., & Lanzarote-Fernández, M. D. (2025). Eficacia de los tratamientos psicológicos para el trastorno de la personalidad límite en la adolescencia: Una revisión paraguas. *Revista de Psicopatología y Psicología Clínica*, 30(1), 75–94. <https://doi.org/10.5944/rppc.39847>
85. Ryckaert, C., Kuntsi, J., & Asherson, P. (2018). Emotional dysregulation and ADHD. In T. Banaschewski, D. Coghill, and A. Zuddas (eds), *Oxford Textbook of Attention Deficit Hyperactivity Disorder* (pp. 103-117). Oxford

Textbooks in Psychiatry.

<https://doi.org/10.1093/MED/9780198739258.003.0011>

86. Sandín, B. (2012). Transdiagnóstico y psicología clínica: Introducción al número monográfico. *Revista de Psicopatología y Psicología Clínica*, 17(3), 181. <https://doi.org/10.5944/rppc.vol.17.num.3.2012.11838>
87. Sawyer, S. M., Azzopardi, P. S., Wickremarathne, D., & Patton, G. C. (2018). The age of adolescence. *The Lancet Child & Adolescent Health*, 2(3), 223–228. [https://doi.org/10.1016/S2352-4642\(18\)30022-1](https://doi.org/10.1016/S2352-4642(18)30022-1)
88. Schmidt, C., Briones-Buixassa, L., Nicolaou, S., Soler, J., Pascual, J. C., & Vega, D. (2023). Non-suicidal self-injury in young adults with and without borderline personality disorder: The role of emotion dysregulation and negative urgency. *Anales De Psicología*, 39(3), 345-353. <https://doi.org/10.6018/analesps.492631>
89. Schulenberg, J. E., & Maggs, J. L. (2021). Personality development in emerging adulthood: How life transitions shape growth. *Frontiers in Psychology*, 12, 671421. <https://doi.org/10.3389/fpsyg.2021.671421>
90. Shaver, P. R., & Mikulincer, M. (2014). Adult attachment and emotion regulation. In J. J. Gross (2nd Ed.), *Handbook of emotion regulation* (pp. 237–250). Guilford Press.
91. Shaw, A. M., Hare, M. M., Conroy, K., Kehrer, S. M., Cummings, L. R., Ramos, M. C., & Comer, J. S. (2024). An exploratory study of service user and clinical outcomes in telehealth-delivered dialectical behavior therapy for

adolescents skills groups. *Psychological Services*, 21(4), 954-971.

<https://doi.org/10.1037/ser0000863>

92. Silva Gutiérrez, C., Andrade-Villegas, C., Juárez Loya, A., & González-Alcántara, K. E. (2022). Inteligencia emocional y establecimiento de metas en adolescentes. *Psicumex*, 12(1), 1–25.

<https://doi.org/10.36793/psicumex.v12i1.416>

93. Singh, P. P. (2022). Emotion regulation difficulties, perceived parenting and personality as predictors of health-risk behaviours among adolescents.

Current Psychology, 42(15), 1–16. <https://doi.org/10.1007/s12144-021-02536-3>

94. Stadler, C., Freitag, C. M., Popma, A., Nauta-Jansen, L., Konrad, K., Unternaehrer, E., Ackermann, K., Bernhard, A., Martinelli, A., Oldenhof, H., Gundlach, M., Kohls, G., Prätzlich, M., Kieser, M., Limprecht, R., Raschle, N. M., Vriends, N., Trestman, R. L., Kirchner, M., & Kersten, L. (2023).

START NOW: a cognitive behavioral skills training for adolescent girls with conduct or oppositional defiant disorder – a randomized clinical trial. *Journal Of Child Psychology And Psychiatry*, 65(3), 316-327.

<https://doi.org/10.1111/jcpp.13896>

95. Stoffers-Winterling, J. M., Storebø, O. J., Kongerslev, M. T., Faltinsen, E., Todorovac, A., Jørgensen, M. S., Sales, C. P., Callesen, H. E., Ribeiro, J. P., Völlm, B. A., Lieb, K., & Simonsen, E. (2022). Psychotherapies for borderline personality disorder: a focused systematic review and meta-

analysis. *The British Journal Of Psychiatry*, 221(3), 538-552.

<https://doi.org/10.1192/bjp.2021.204>

96. Swales, M., & Dunkley, C. (2020). Principles of skills assessment in dialectical behavior therapy. *Cognitive and Behavioral Practice*, 27(1), 18-

29. <https://doi.org/10.1016/j.cbpra.2019.05.001>

97. Tartaro, G. K., Baptista, M. N., & Raad, A. J. (2024). Social and family support, emotional dysregulation and depression: Associations and pathways. *Estudos de Psicologia (Campinas)*, 41, e210138.

<https://doi.org/10.1590/1982-0275202441e210138>

98. Tobar Viera, A., & Lara Machado, R. (2023). Funcionamiento familiar y su relación con la regulación emocional en adolescentes de la ciudad de Ambato. *Revista Ecos De La Academia*, 9(17), 83–101.

<https://doi.org/10.53358/ecosacademia.v9i17.835>

99. Torok M., Han J., McGillivray L., Wong Q., Werner-Seidler A., O'Dea B., Cleave, A. & Christensen, H. (2022) The effect of a therapeutic smartphone application on suicidal ideation in young adults: Findings from a randomized controlled trial in Australia. *PLoS Med* 19(5): e1003978.

<https://doi.org/10.1371/journal.pmed.1003978>

100. Turpyn, C. C., Jorgensen, N. A., Prinstein, M. J., Lindquist, K. A., & Telzer, E. H. (2021). Social neural sensitivity as a susceptibility marker to family context in predicting adolescent externalizing behavior.

Developmental Cognitive Neuroscience, 51, 100993.

<https://doi.org/10.1016/j.dcn.2021.100993>

101. Usán, P., & Quílez, A. (2021). Emotional Regulation and Academic Performance in the Academic Context: The Mediating Role of Self-Efficacy in Secondary Education Students. *International Journal of Environmental Research and Public Health*, 18(11), 1-10.
<https://doi.org/10.3390/ijerph18115715>
102. Vijayapriya, C., & Tamarana, R. (2023). Effectiveness of internet-delivered dialectical behavior therapy skills training on executive functions among college students with borderline personality traits: a non-randomized controlled trial. *Psychotherapy: Psychopathology, Process and Outcome*, 26(3), 694. <https://doi.org/10.4081/ripppo.2023.694>
103. Vos, T., Lim, S. S., Abbafati, C., Abbas, K. M., Abbasi, M., Abbasifard, M., Abbasi-Kangevari, M., Abbastabar, H., Abd-Allah, F., Abdelalim, A., Abdollahi, M., Abdollahpour, I., Abolhassani, H., Aboyans, V., Abrams, E. M., Abreu, L. G., Abrigo, M. R. M., Abu-Raddad, L. J., Abushouk, A. I., . . . Murray, C. J. L. (2020b). Global burden of 369 diseases and injuries in 204 countries and territories, 1990–2019: a systematic analysis for the Global Burden of Disease Study 2019. *Lancet (London, England)*, 396(10258), 1204–1222. [https://doi.org/10.1016/S0140-6736\(20\)30925-9](https://doi.org/10.1016/S0140-6736(20)30925-9)
104. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
105. Witt, K. G., Hetrick, S. E., Rajaram, G., Hazell, P., Salisbury, T. L. T., Townsend, E., & Hawton, K. (2021). Psychosocial interventions for self-

harm in adults. *Cochrane Library*, 4.

<https://doi.org/10.1002/14651858.cd013668.pub2>

106. World Health Organization. (2025). *World mental health report: Transforming mental health for all*. World Health Organization.
<https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health>
107. Xiao, Q., Song, X., Huang, L., Hou, D., & Huang, X. (2022). Global prevalence and characteristics of non-suicidal self-injury between 2010 and 2021 among a non-clinical sample of adolescents: A meta-analysis. *Frontiers In Psychiatry*, 13. <https://doi.org/10.3389/fpsy.2022.912441>
108. Yang, X., Liu, D., Wang, Y., Chen, Y., Chen, W., Yang, C., Zhang, P., Ding, S., & Zhang, X. (2020). Effectiveness of Zhong-Yong thinking based dialectical behavior therapy group skills training versus supportive group therapy for lowering suicidal risks in Chinese young adults: A randomized controlled trial with a 6-month follow-up. *Brain and behavior*, 10(6), e01621. <https://doi.org/10.1002/brb3.1621>
109. Yeo, A. J., Germán, M., Wheeler, L. A., Camacho, K., Hirsch, E., & Miller, A. (2020). Self-harm and self-regulation in urban ethnic minority youth: a pilot application of dialectical behavior therapy for adolescents. *Child and adolescent mental health*, 25(3), 127–134.
<https://doi.org/10.1111/camh.12374>
110. Yılmaz, E. (2024). Emotional Regulation in Adolescence: A Comprehensive Review. *Nişantaşı Üniversitesi Sosyal Bilimler*

Dergisi/NişAntaşıl Üniversitesi Sosyal Bilimler Dergisi.

<https://doi.org/10.52122/nisantasisbd.1457804>

111. Yuan, Y., Lee, H., Newhill, C.E., Eack, S., Fusco R. & Scott, L. (2023) Differential associations between childhood maltreatment types and borderline personality disorder from the perspective of emotion dysregulation. *Borderline personality disorder and emotion dysregulation* 10, (4). <https://doi.org/10.1186/s40479-023-00210-7>
112. Zapolski, T. C. B., & Smith, G. T. (2016b). Pilot study. *The Journal Of School Nursing*, 33(3), 198-204. <https://doi.org/10.1177/1059840516673188>