A FAILURE TO SELF-REGULATE?
A RESEARCH SYNTHESIS OF THE COGNITIVE-BEHAVIORAL LITERATURE TARGETING THE IMPROVEMENT OF SELF-REGULATION AMONG SCHOOL-AGE MALES

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ABSTRACT
This study sought to synthesize the empirical findings from the cognitive-behavioral intervention literature targeting the improvement of self-regulation among school-age males, ages 5-18. A systematic, meta-analytic review of the relevant literature was conducted in order to assess the effectiveness for three types of cognitive-behavioral treatments (i.e., Cognitive Coping Strategies, Cognitive Anger Management, and Behavioral Contracting/Contingency Management) on improving intentional self-regulation and/or reducing anger-related and/or other-externalizing behavior problems (e.g., disruptive or noncompliant behavior). In addition, the meta-analysis sought to assess if treatment effectiveness was moderated by age-related (i.e., pre-adolescent males/adolescent males) or population-related (universal, at-risk, and clinical) effects for each type of cognitive-behavioral treatment. In general, results suggest that cognitive-behavioral treatments have a meaningful, positive effect on the overall improvement of self-regulation among school-age males. Further, the results from this study suggest that early intervention efforts to improve self-regulatory deficits among pre-adolescent boys are critical to maximize treatment effectiveness using cognitive-behavioral interventions. Additional implications of the results as well as limitations of the study are discussed.