

BÖLÜM 6

Ergenlik Döneminde Sosyal Duygusal Gelişim (12-18)¹

Gülendam AKGÜL²

F. Cemre YAVUZ-ŞALA³

ERGENLİK DÖNEMİNDE SOSYAL DUYGUSAL GELİŞİM (12-18)

“Fırtınalardan korkmuyorum, çünkü gemimi nasıl yüzdüreceğimi öğreniyorum”
– Louisa May Alcott, 1868.

Ergenlik, bir yönüyle “fırtınalı” bir dönemdir, çünkü birçok değişim hızla gerçekleşir ve baş edilmesi gereken durumları içerir. Ancak sosyal duygusal beceriler bu fırtınada ergenlerin gemilerini kullanmayı öğrenebilmeleri için gereklidir. Bu bölümde, hızlı değişimlerle karakterize olan ergenlik döneminde sosyal duygusal gelişimi inceleyeceğiz.

Giriş: Ergenlik Döneminde Sosyal Duygusal Gelişimin Önemi

Ergenlik, erinlikle başlayıp yetişkin rollerine geçişle beraber sonlanan, 10’lu yaşlardan 20’li yaşların başlangıcına kadar devam eden gelişim dönemidir. Bu dönem “geçişler dönemi” olarak da adlandırılmakta; çocukluktan yetişkinliğe geçişi içermekte ve bu evrede gelişim oldukça hızlı gerçekleşmektedir (Steinberg, 2016, s.3). Bu dönemde biyolojik, bilişsel, duygusal ve sosyal alanlarda önemli değişimler yaşanır.

Biyolojik gelişimin önemli bir boyutu hızlı fiziksel büyüme ve beyinde yaşanan değişimlerdir. Beyin gelişiminde yapısal ve işlevsel birtakım değişimler duygusal tepkilerden

¹ Not: “I am not afraid of storms, for I am learning how to sail my ship.” – Bu alıntı, Louisa May Alcott (1868)’un Küçük Kadınlar kitabından alınmıştır.

² Doç. Dr. Ankara Üniversitesi Eğitim Bilimleri Fakültesi Eğitim Psikolojisi AD., gakgul@ankara.edu.tr, ORCID iD: 0000-0003-1648-3118

³ Arş. Gör. Ankara Üniversitesi Eğitim Bilimleri Fakültesi Eğitim Psikolojisi AD., fcyavuz@ankara.edu.tr, ORCID iD: 0000-0002-6715-2717

Öneriler

Bu bölümdeki öğrendiklerinizi pekiştirmek için aşağıdaki kaynaklardan faydalanabilirsiniz:

- Belgesel: “*Inside the Teenage Brain*” (PBS Frontline) – 2002
- Film: “*Ters Yüz 2*” (*Inside Out 2*), “*Saksı Olmanın Faydaları*” (*The Perks of Being A Wallflower*)
- Kitap: Steinberg, L. (2018). *Fırsatlar Dönemi Olarak Ergenlik: Yeni Ergenlik Biliminden Dersler* (E. Boynueğri, Çev.; F. Çok, Çev.Ed.). İmge.

KAYNAKLAR

- Akgül, G., & Artar, M. (2020). Cyberbullying: relationship with developmental variables and cyber victimization. *Scandinavian Journal of Child and Adolescent Psychiatry and Psychology*, 8, 25.
- Albert, D., & Steinberg, L. (2011). Judgment and decision making in adolescence. *Journal of Research on Adolescence*, 21(1), 211-224.
- Alina, B., & Sebastian, V. (2023). Social-emotional Development in Adolescents and Friendship. A Theoretical Review. *Educatia* 21, (24), 58-63.
- APA Dictionary of Psychology (2025). Emotion Regulation (Erişim tarihi: 18 Mart 2025). Erişim adresi: <https://dictionary.apa.org/emotion-regulation>
- Arnett, J. J. (1999). Adolescent storm and stress, reconsidered. *American Psychologist*, 54, 317-326. doi: 10.1037/0003-066X.54.5.317
- Atalan Ergin, D., & Akgül, G. (2021). Academic Well-Being of Immigrants with Pre-Migration War Traumas: The Role of Parents, Teachers and Language Proficiency. *The American Journal of Family Therapy*, 51(4), 491-511. <https://doi.org/10.1080/01926187.2021.2015724>
- Atalan Ergin, D., Akgül, G., & Güney Karaman, N. (2021). Ethnic-based cyberbullying: The role of adolescents' and their peers' attitudes towards immigrants. *Turkish Journal of Education*, 10(2), 139-156.
- Bayram Özdemir, S., & Özdemir, M. (2020). How do adolescents' perceptions of relationships with teachers change during upper-secondary school years?. *Journal of Youth and Adolescence*, 49(4), 921-935.
- Beaudoin, C., & Beauchamp, M. H. (2020). Social cognition. *Handbook of clinical neurology*, 173, 255-264. <https://doi.org/10.1016/B978-0-444-64150-2.00022-8>
- Benita, M., Levkovitz, T., & Roth, G. (2017). Integrative emotion regulation predicts adolescents' prosocial behavior through the mediation of empathy. *Learning and Instruction*, 50, 14-20.
- Bering, J. M., & Bjorklund, D. F. (2007). The serpent's gift: evolutionary psychology and consciousness. *The Cambridge Handbook of Consciousness*, pp. 597-629.
- Bjorklund, D. F. (2022). *Children's thinking: Cognitive development and individual differences*. Sage Publications.
- Blanchette, I & Richards, A. (2010). The influence of affect on higher level cognition: A review of research on interpretation, judgement, decision making and reasoning. *Cognition and Emotion*, 24(4), 561-595. DOI:10.1080/02699930903132496
- Brackett, M. A., Bailey, C. S., Hoffmann, J. D., & Simmons, D. N. (2019). RULER: A theory-driven, systemic approach to social, emotional, and academic learning. *Educational Psychologist*, 54(3), 144-161.
- Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2012). Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum. *Learning and Individual Differences*, 22(2), 218-224.

- Branje, S. (2018). Development of parent-adolescent relationships: Conflict interactions as a mechanism of change. *Child Development Perspectives*, 12(3), 171-176.
- Branje, S. J., van Doorn, M., van der Valk, I., & Meeus, W. (2009). Parent-adolescent conflicts, conflict resolution types, and adolescent adjustment. *Journal of Applied Developmental Psychology*, 30(2), 195-204.
- Brass, N. R., Memmott-Elison, M. K., Brockmeier, L., Hung, C., & Bergin, C. (2022). Prosocial behavior and school engagement during adolescence: The mediating role of self-regulation. *Journal of Applied Developmental Psychology*, 83, 101477.
- Brotman, L. M., Calzada, E., Huang, K. Y., Kingston, S., DawsonMcClure, S., Kamboukos, D., ... Petkova, E. (2011). Promoting effective parenting practices and preventing child behavior problems in school among ethnically diverse families from underserved, urban communities. *Child Development*, 82(1), 258-276.
- Brown, B. B., & Klute, C. (2003). Friendships, cliques, and crowds. In G. R. Adams & M. D. Berzonsky (Eds.), *Blackwell handbook of adolescence* (pp. 330-348). Blackwell Publishing.
- Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. In *Handbook of adolescent psychology*, 2(Pt I), 74-104.
- Bub, K. L., Robinson, L. E., & Curtis, D. S. (2016). Longitudinal associations between self-regulation and health across childhood and adolescence. *Health Psychology*, 35(11), 1235.
- Carlo, G., Crockett, L. J., Wolff, J. M., & Beal, S. J. (2012). The role of emotional reactivity, self-regulation, and puberty in adolescents' prosocial behaviors. *Social Development*, 21(4), 667-685.
- Compas, B. E., Jaser, S. S., Bettis, A. H., Watson, K. H., Gruhn, M. A., Dunbar, J. P., ... & Thigpen, J. C. (2017). Coping, emotion regulation, and psychopathology in childhood and adolescence: A meta-analysis and narrative review. *Psychological Bulletin*, 143(9), 939.
- Converse, P. D., Piccone, K. A., & Tocci, M. C. (2014). Childhood self-control, adolescent behavior, and career success. *Personality and Individual Differences*, 59, 65-70.
- CASEL (2020). Casel's SEL Framework: What Are the Core Competence Areas and Where Are They Promoted? Erişim Adresi: <https://casel.org/casel-sel-framework-11-2020/>
- CASEL (2024a). Fundamentals of SEL – Self-Management. Erişim adresi: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#self-management>
- CASEL (2024b). Fundamentals of SEL – Social Awareness. Erişim adresi: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#social-awareness>
- CASEL (2024c). Fundamentals of SEL – Relationship Skills. Erişim adresi: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#relationship>
- Casey, B. J. (2015). Beyond Simple Models of Self-Control to Circuit-Based Accounts of Adolescent Behavior. *Annual Review of Psychology*, 66(1), 295-319. doi:10.1146/annurev-psy-010814-015156
- Choudhury, S., Blakemore, S. J., & Charman, T. (2006). Social cognitive development during adolescence. *Social Cognitive and Affective Neuroscience*, 1(3), 165.
- Crocetti, E., Prati, F., & Rubini, M. (2018). The interplay of personal and social identity. *European Psychologist*, 23, 300-310.
- Crone, E. A., & van Duijvenvoorde, A. C. (2021). Multiple pathways of risk taking in adolescence. *Developmental Review*, 62, 100996.
- De Goede, I. H., Branje, S. J., & Meeus, W. H. (2009). Developmental changes in adolescents' perceptions of relationships with their parents. *Journal of Youth and Adolescence*, 38, 75-88.
- De Lillo, M., & Ferguson, H. J. (2023). Perspective-taking and social inferences in adolescents, young adults, and older adults. *Journal of Experimental Psychology: General*, 152(5), 1420.
- Deković, M., & Meeus, W. (1997). Peer relations in adolescence: Effects of parenting and adolescents' self-concept. *Journal of Adolescence*, 20(2), 163-176.
- Dembo, M. H., & Eaton, M. J. (2000). Self-regulation of academic learning in middle-level schools. *The Elementary School Journal*, 100(5), 473-490.

- DiClemente, R. J., Wingood, G. M., Crosby, R., Sionean, C., Cobb, B. K., Harrington, K., ... & Oh, M. K. (2001). Parental monitoring: Association with adolescents' risk behaviors. *Pediatrics*, 107(6), 1363-1368.
- Duell, N., & Steinberg, L. (2019). Positive risk taking in adolescence. *Child Development Perspectives*, 13(1), 48-52.
- Duell, N., & Steinberg, L. (2021). Adolescents take positive risks, too. *Developmental Review*, 62, 100984.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.
- Eisenberg, N., & Fabes, R. A. (1990). Empathy: Conceptualization, measurement, and relation to prosocial behavior. *Motivation and Emotion*, 14(2), 131-149. doi:10.1007/bf00991640
- Elias, M. J., & Gordon, J. S. (2008). Promoting social and emotional development in childhood and early adolescence. In A blueprint for promoting academic and social competence in after-school programs (pp. 63-77). Boston, MA: Springer US.
- Elkind, D. (1967). Egocentrism in adolescence. *Child Development*, 1025-1034.
- Erikson, E.H. (1968). *Identity: Youth and crisis*. Norton & Co.
- Erez, S., & Ağırkan, M. (2024). A model for explaining digital addiction in adolescents: The role of self-perception, social-emotional learning, adolescent-parent relationship and peer relationships. *Bağımlılık Dergisi*, 25(2), 180-190.
- Farley, J. P., & Kim-Spoon, J. (2014). The development of adolescent self-regulation: Reviewing the role of parent, peer, friend, and romantic relationships [Review of The development of adolescent self-regulation: Reviewing the role of parent, peer, friend, and romantic relationships]. *Journal of Adolescence*, 37(4), 433. https://doi.org/10.1016/j.adolescence.2014.03.009
- Farrell, A. D., & White, K. S. (1998). Peer influences and drug use among urban adolescents: Family structure and parent-adolescent relationship as protective factors. *Journal of Consulting and Clinical Psychology*, 66(2), 248-258. doi:10.1037/0022-006x.66.2.248
- Feldman, R.S. (2021). Ergenlik (N. Güney Karaman ve C. Yavuz, Çev.). *Yaşam Boyu Gelişimin Keşfi* (C. Şahin, Çev. Ed.). içinde (ss. 258-308). Ankara: Nobel.
- Fernández-Zabala, A., Ramos-Díaz, E., Rodríguez-Fernández, A., & Núñez, J. L. (2020). Sociometric popularity, perceived peer support, and self-concept in adolescence. *Frontiers in Psychology*, 11, 594007.
- Fryt, J., Szczygieł, M., & Duell, N. (2021). Positive and negative risk taking in adolescence: Age patterns and relations to social environment. *New Directions for Child and Adolescent Development*, 2021(179), 127-146.
- Fuhrmann, D., Knoll, L. J., & Blakemore, S. J. (2015). Adolescence as a sensitive period of brain development. *Trends in Cognitive Sciences*, 19(10), 558-566.
- Furby, L., & Beyth-Marom, R. (1992). Risk taking in adolescence: A decision-making perspective. *Developmental Review*, 12(1), 1-44.
- Gardner, M., & Steinberg, L. (2005). Peer influence on risk taking, risk preference, and risky decision making in adolescence and adulthood: an experimental study. *Developmental Psychology*, 41(4), 625.
- Graham, S. (2018). Race/ethnicity and social adjustment of adolescents: How (not if) school diversity matters. *Educational Psychologist*, 53(2), 64-77.
- Green, A.L., Ferrante, S., Boaz, T.L., Kutash, K., & Wheeldon-Reece, B. (2021). Social and emotional learning during early adolescence: Effectiveness of a classroom-based SEL program for middle school students. *Psychology in the Schools*. 58(6), 1056-1069. https://doi.org/10.1002/pits.22487
- Güney Karaman, N. (2013). Ergenlerde risk almanın içsel kaynaklarının benmerkezlilik, akran baskısı, sosyo-ekonomik düzey ve cinsiyet açısından incelenmesi. *İlköğretim Online*, 12(2), 445-460.

- Hall, G. S. (1904). *Adolescence: Its Psychology and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion and Education*, Vol. 2. Boston, MA: D. Appelton and Company. doi: 10.1037/10618-000
- Hall, H. K., Millear, P. M., Summers, M. J., & Isbel, B. (2021). Longitudinal research on perspective taking in adolescence: A systematic review. *Adolescent Research Review*, 6(2), 125-150.
- Hamza, C. A., & Willoughby, T. (2011). Perceived parental monitoring, adolescent disclosure, and adolescent depressive symptoms: A longitudinal examination. *Journal of Youth and Adolescence*, 40, 902-915.
- Hay, I., & Ashman, A. F. (2003). The development of adolescents' emotional stability and general self-concept: The interplay of parents, peers, and gender. *International Journal of Disability, Development and Education*, 50(1), 77-91.
- Hetrick SE, Cox GR, Witt KG, Bir JJ and Merry SN (2016) Cognitive behavioural therapy (CBT), third-wave CBT and interpersonal therapy (IPT) based interventions for preventing depression in children and adolescents. *Cochrane Database of Systematic Reviews* 2016(8), CD003380.
- Hollarek, M., & Lee, N. C. (2022). Current understanding of developmental changes in adolescent perspective taking. *Current Opinion in Psychology*, 45(101308), 101308.
- Humphrey, G., & Dumontheil, I. (2016). Development of risk-taking, perspective-taking, and inhibitory control during adolescence. *Developmental Neuropsychology*, 41(1-2), 59-76.
- Icenogle, G., & Cauffman, E. (2021). Adolescent decision making: A decade in review. *Journal of Research on Adolescence*, 31(4), 1006-1022.
- Jacobs, J. E., & Klaczynski, P. A. (2002). The development of judgment and decision making during childhood and adolescence. *Current Directions in Psychological Science*, 11(4), 145-149.
- Juvonen, J. (2018). *The potential of schools to facilitate and constrain peer relationships*. Handbook of peer interactions, relationships, and groups, 491-509.
- Kallianta, M. D. K., Katsira, X. E., Tsitsika, A. K., Vlachakis, D., Chrousos, G., Darviri, C., & Baccopoulou, F. (2021). Stress management intervention to enhance adolescent resilience: A randomized controlled trial. *EMBNET. Journal*, 26, e967.
- Kilford, E. J., Garrett, E., & Blakemore, S. J. (2016). The development of social cognition in adolescence: An integrated perspective. *Neuroscience & Biobehavioral Reviews*, 70, 106-120.
- Kloep, M., Güney, N., Çok, F., & Simsek, Ö. F. (2009). Motives for risk-taking in adolescence: A cross-cultural study. *Journal of Adolescence*, 32(1), 135-151.
- Knibb, R. C., Alviani, C., Garriga-Baraut, T., Mortz, C. G., Vazquez-Ortiz, M., Angier, E., ... & Roberts, G. (2020). The effectiveness of interventions to improve self-management for adolescents and young adults with allergic conditions: a systematic review. *Allergy*, 75(8), 1881-1898.
- Kuhnle, C., Hofer, M., & Kilian, B. (2012). Self-control as predictor of school grades, life balance, and flow in adolescents. *British Journal of Educational Psychology*, 82(4), 533-548.
- LaBelle, B. (2023). Positive outcomes of a social-emotional learning program to promote student resiliency and address mental health. *Contemporary School Psychology*, 27(1), 1-7.
- Laursen, B., & Collins, W. A. (2003). *Parent---Child Communication During Adolescence*. In *The Routledge handbook of family communication* (pp. 357-372). Routledge.
- Laursen, B., Coy, K. C., & Collins, W. A. (2017). *Reconsidering changes in parent-child conflict across adolescence: A meta-analysis*. In *Interpersonal development* (pp. 171-186). Routledge.
- Lawson, G. M., McKenzie, M. E., Becker, K. D., Selby, L., & Hoover, S. A. (2019). The core components of evidence-based social emotional learning programs. *Prevention Science*, 20, 457-467.
- Lee, Y. Y., Skeen, S., Melendez-Torres, G. J., Laurenzi, C. A., Van Ommeren, M., Fleischmann, A., ... & Chisholm, D. (2023). School-based socio-emotional learning programs to prevent depression, anxiety and suicide among adolescents: a global cost-effectiveness analysis. *Epidemiology and Psychiatric Sciences*, 32, e46.
- Lennarz, H. K., Hollenstein, T., Lichtwarck-Aschoff, A., Kuntsche, E., & Granic, I. (2019). Emotion regulation in action: Use, selection, and success of emotion regulation in adolescents' daily

- lives. *International Journal of Behavioral Development*, 43(1), 1-11.
- Li, J. B., Willems, Y. E., Stok, F. M., Deković, M., Bartels, M., & Finkenauer, C. (2019). Parenting and self-control across early to late adolescence: A three-level meta-analysis. *Perspectives on Psychological Science*, 14(6), 967-1005.
- Liew, J.; Zhou, Q. *Parenting, Emotional Self-Regulation, and Psychosocial Adjustment across Early Childhood and Adolescence in Chinese and Chinese-Immigrant Sociocultural Contexts*. In *The Oxford Handbook of Emotional Development*; Oxford University Press: Oxford, UK, 2022; pp. 420-436.
- Lionetti, F., Palladino, B. E., Moses Passini, C., Casonato, M., Hamzallari, O., Ranta, M., ... & Keijsers, L. (2019). The development of parental monitoring during adolescence: A meta-analysis. *European Journal of Developmental Psychology*, 16(5), 552-580.
- Liu, M., Wu, L., & Ming, Q. (2015). How does physical activity intervention improve self-esteem and self-concept in children and adolescents? Evidence from a meta-analysis. *PloS one*, 10(8), e0134804.
- Liu, X. Q., & Wang, X. (2024). Adolescent suicide risk factors and the integration of social-emotional skills in school-based prevention programs. *World Journal of Psychiatry*, 14(4), 494.
- Main, K., Bouton, B. D., Pendergast, D., & Whitaker, N. (2025). The Importance of Social and Emotional Skills During Adolescence to Promote a Positive Social Identity: A Systematic Literature Review and Reflection Using Bronfenbrenner's Bioecological Theory. *Education Sciences*, 15(2), 258.
- Marcia, J.E. (1993). *The ego identity status approach to ego identity*. In J.E. Marcia, A.S. Waterman, D.R. Matteson, S.L. Archer & J.L. Orlofsky (Eds.). *Ego Identity: A handbook for psychosocial research* (pp. 3-21). New York: Springer-Verlag.
- Marini, Z., & Case, R. (1994). The development of abstract reasoning about the physical and social world. *Child Development*, 65(1), 147-159.
- McHugh, R. M., Horner, C. G., Colditz, J. B., & Wallace, T. L. (2013). Bridges and barriers: Adolescent perceptions of student-teacher relationships. *Urban Education*, 48(1), 9-43.
- Meeus, W. (2016). Adolescent psychosocial development: A review of longitudinal models and research. *Developmental Psychology*, 52(12), 1969-1993. doi:10.1037/dev0000243
- Meeus, W., van de Schoot, R., Keijsers, L., & Branje, S. (2012). Identity statuses as developmental trajectories: A five-wave longitudinal study in early-to-middle and middle-to-late adolescents. *Journal of Youth and Adolescence*, 41, 1008-1021.
- Miklikowska, M. (2018). Empathy trumps prejudice: The longitudinal relation between empathy and anti-immigrant attitudes in adolescence. *Developmental Psychology*, 54(4), 703.
- Miklikowska, M., Tilton-Weaver, L., & Burk, W. J. (2022). With a little help from my empathic friends: The role of peers in the development of empathy in adolescence. *Developmental Psychology*, 58(6), 1156.
- Morf, C. C., & Mischel, W. (2012). *The self as a psycho-social dynamic processing system: Toward a converging science of selfhood*. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of self and identity* (2nd ed., pp. 21-49). The Guilford Press.
- Morosanova, V. I., Fomina, T. G., & Bondarenko, I. N. (2023). Conscious self-regulation as a Meta-resource of academic achievement and psychological well-being of young adolescents. *Psychology in Russia: State of the art*, 16(3), 168-188.
- Moore, S. E., Norman, R. E., Suetani, S., Thomas, H. J., Sly, P. D., & Scott, J. G. (2017). Consequences of bullying victimization in childhood and adolescence: A systematic review and meta-analysis. *World Journal of Psychiatry*, 7(1), 60.
- Nagata, J. M., Memon, Z., Talebloo, J., Li, K., Low, P., Shao, I. Y., ... & Baker, F. C. (2025). Prevalence and patterns of social media use in early adolescents. *Academic Pediatrics*, 25(4), 102784.
- Nathanson, L., Rivers, S. E., Flynn, L. M., & Brackett, M. A. (2016). Creating emotionally intelligent schools with RULER. *Emotion Review*, 8(4), 305-310.

- Olweus, D. (2010). Bullying in schools: Facts and intervention. *Kriminalistik*, 64(6), 351-61.
- Oyserman, D., Elmore, K. & Smith, G. (2012). Self, self-concept, and identity. In M.R. Leary & J.P. Tangney (Eds.), *Handbook of self and identity* (2nd edition) (pp. 69-104). New York: The Guilford Press.
- Pakarinen, E., Silinskas, G., Hamre, B. K., Metsäpelto, R. L., Lerkkanen, M. K., Poikkeus, A. M., & Nurmi, J. E. (2018). Cross-lagged associations between problem behaviors and teacher-student relationships in early adolescence. *The Journal of Early Adolescence*, 38(8), 1100-1141.
- Pandey, A., Hale, D., Das, S., Goddings, A. L., Blakemore, S. J., & Viner, R. M. (2018). Effectiveness of universal self-regulation-based interventions in children and adolescents: A systematic review and meta-analysis. *JAMA Pediatrics*, 172(6), 566-575.
- Park, I. T., Oh, W. O., & Lee, A. (2019). Changes in the reciprocal relationship between parenting and self-awareness during adolescence: A longitudinal analysis of national big data. *Journal of Pediatric Nursing*, 47, e51-e57. <https://doi.org/10.1016/j.pedn.2019.04.025>
- Persike, M., & Seiffge-Krenke, I. (2012). Competence in coping with stress in adolescents from three regions of the world. *Journal of Youth and Adolescence*, 41, 863-879.
- Quintana, S. M. (2008). Racial perspective taking ability: Developmental, theoretical, and empirical trends. *Handbook of race, racism, and the developing child*, 16-36.
- Rachman, Y. A., Sumarwan, U., Latifah, M., & Herawati, T. (2025). Social-emotional development in adolescents: The role of peer interaction, social media engagement, and self-esteem. *Multi-disciplinary Science Journal*, 7(8), 2025363-2025363.
- Robson, D. A., Allen, M. S., & Howard, S. J. (2020). Self-regulation in childhood as a predictor of future outcomes: A meta-analytic review. *Psychological Bulletin*, 146(4), 324.
- Ryan, R.M. & Deci, E.L. (2017). *Self-Determination Theory: Basic psychological needs in motivation, development and wellness*. New York: Guildford Press.
- Sahi, R. S., Eisenberger, N. I., & Silvers, J. A. (2023). Peer facilitation of emotion regulation in adolescence. *Developmental Cognitive Neuroscience*, 62, 101262.
- Santor, D. A., Messervey, D., & Kusumakar, V. (2000). Measuring peer pressure, popularity, and conformity in adolescent boys and girls: Predicting school performance, sexual attitudes, and substance abuse. *Journal of Youth and Adolescence*, 29, 163-182.
- Sapra, R. (2019). Social and emotional learning in digital age: Future trajectories for children and adolescents. *International Journal of Education and Management Studies*, 9(4), 237-239.
- Schwarz, N. (2000). Emotion, cognition, and decision making. *Cognition and Emotion*, 14(4), 433-440.
- Schwartz, S. J., Zamboanga, B. L., & Weisskirch, R. S. (2008). Broadening the Study of the Self: Integrating the Study of Personal Identity and Cultural Identity. *Social and Personality Psychology Compass*, 2(2), 635-651. doi:10.1111/j.1751-9004.2008.00077.x
- Schwarzenthal, M., Schachner, M. K., Juang, L. P., & Van De Vijver, F. J. (2020). Reaping the benefits of cultural diversity: Classroom cultural diversity climate and students' intercultural competence. *European Journal of Social Psychology*, 50(2), 323-346.
- Seff, I., Stark, L., Ali, A., Sarraf, D., Hassan, W., & Allaf, C. (2024). Supporting social emotional learning and wellbeing of displaced adolescents from the middle east: a pilot evaluation of the 'forward with peers' intervention. *BMC Psychiatry*, 24(1), 176.
- Silke, C., Brady, B., Boylan, C., & Dolan, P. (2018). Factors influencing the development of empathy and pro-social behaviour among adolescents: A systematic review. *Children and Youth Services Review*, 94, 421-436.
- Silvers, J. A. (2022). Adolescence as a pivotal period for emotion regulation development. *Current Opinion in Psychology*, 44, 258-263.
- Skeen S, Laurenzi CA, Gordon SL, du Toit S, Tomlinson M, Dua T, Fleischmann A, Kohl K, Ross D, Servili C, Brand AS, Dowdall N, Lund C, van der Westhuizen C, Carvajal-Aguirre L, Eriksson de Carvalho C and Melendez-Torres GJ (2019) Adolescent mental health program components and behavior risk reduction: A meta-analysis. *Pediatrics* 144, e20183488.

- Steinberg, L. (2016). *Adolescence* (11th Edition). McGraw Hill.
- Soenens, B., Vansteenkiste, M., Lens, W., Luyckx, K., Goossens, L., Beyers, W., & Ryan, R. M. (2007). Conceptualizing parental autonomy support: adolescent perceptions of promotion of independence versus promotion of volitional functioning. *Developmental Psychology*, 43(3), 633.
- Suls, J. (1989). Self-awareness and Self-identity in Adolescence. *The Adolescent As Decision-Maker*, 143–179. doi:10.1016/b978-0-08-088582-7.50012-0
- Şahin, H., Eraslan, M., & Özkan, M. A. (2025). Investigation of high school students' social emotional learning skills and social media use. *Frontiers in Psychology*, 15, 1425497.
- Talu, E. ve Gümüş, G. (2020). Ergenlerde akran baskısı ve riskli davranışlar arasındaki ilişkinin incelenmesi. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6(2), 390-403
- TÜİK (2024). Hanehalkı Bilişim Teknolojileri (BT) Kullanım Araştırması, 2024. [https://data.tuik.gov.tr/Bulten/Index?p=Hanehalki-Bilisim-Teknolojileri-\(BT\)-Kullanim-Arastirmasi-2024-53492](https://data.tuik.gov.tr/Bulten/Index?p=Hanehalki-Bilisim-Teknolojileri-(BT)-Kullanim-Arastirmasi-2024-53492)
- Türk, F. (2018). An Examination of Empathic Tendency, Self-Regulation and Self-Efficacy as Predictors of Conflict Resolution Skills in Adolescents. *Universal Journal of Educational Research*, 6(5), 994-1004.
- van Duijvenvoorde, A. C., Jansen, B. R., Visser, I., & Huizenga, H. M. (2010). Affective and cognitive decision-making in adolescents. *Developmental Neuropsychology*, 35(5), 539-554.
- Vetter, N. C., Leipold, K., Kliegel, M., Phillips, L. H., & Altgassen, M. (2013). Ongoing development of social cognition in adolescence. *Child Neuropsychology*, 19(6), 615-629.
- Wang, C. (2022). A cultural perspective on the structure and function of social-emotional competencies: A study of the transition years into adolescence in Western China (Doctoral dissertation, University of Oxford).
- Wasserman D, Hoven CW, Wasserman C, Wall M, Eisenberg R, Hadlaczky G, Kelleher I, Sarchiapone M, Apter A, Balazs J, Bobes J, Brunner R, Corcoran P, Cosman D, Guillemin F, Haring C, Iosue M, Kaess M, Kahn JP, Keeley H, Musa GJ, Nemes B, Postuvan V, Saiz P, Reiter-Theil S, Varnik A, Varnik P and Carli V (2015) School-based suicide prevention programmes: The SEYLE cluster-randomised, controlled trial. *The Lancet* 385, 1536–1544.
- Wentzel, K. R. (2012). Teacher-Student Relationships and Adolescent Competence at School. *Interpersonal Relationships in Education*, 19–35. doi:10.1007/978-94-6091-939-8_2
- Wesarg-Menzel, C., Ebbes, R., Hensums, M., Wagemaker, E., Zaharieva, M. S., Staaks, J. P., ... & Wiers, R. W. (2023). Development and socialization of self-regulation from infancy to adolescence: A meta-review differentiating between self-regulatory abilities, goals, and motivation. *Developmental Review*, 69, 101090.
- Wong, A. E., Dirghangi, S. R., & Hart, S. R. (2019). Self-concept clarity mediates the effects of adverse childhood experiences on adult suicide behavior, depression, loneliness, perceived stress, and life distress. *Self and Identity*, 18(3), 247–266. <https://doi.org/10.1080/15298868.2018.1439096>
- Yang, C., & Golshirazi, M. (2024). Association Between School Victimization and Substance Use Among Hispanic/Latinx Adolescents: An Intersectionality Analysis of Social–Emotional Learning (SEL) Competencies, Immigration Status, and Gender in Predominantly Hispanic/Latinx High Schools. *School Psychology Review*, 53(5), 552-564.
- Yong, G. H., Lin, M. H., Toh, T. H., & Marsh, N. V. (2023). Social-emotional development of children in Asia: A systematic review. *Behavioral Sciences*, 13(2), 123.
- Yu, C., Li, X., Wang, S., & Zhang, W. (2016). Teacher autonomy support reduces adolescent anxiety and depression: An 18-month longitudinal study. *Journal of Adolescence*, 49, 115-123.
- Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press.
- Zisopoulou, T., & Varvogli, L. (2023). Stress management methods in children and adolescents: past, present, and future. *Hormone Research in Paediatrics*, 96(1), 97-107. 10.1159/000526946