

# Cognitive and Emotional Regulation in Adolescents from Vulnerable Educational and Social Environments: Experimental and Applied Insights

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## Abstract

This paper explores the mechanisms of cognitive and emotional regulation in adolescents exposed to educational and social vulnerability. Drawing on experimental psychology, special education psychology, and applied research, the study investigates how specific risk factors—such as school disengagement, family instability, and social marginalization—affect adolescents' adaptive responses. Using experimental protocols and structured interventions, the research examines emotional awareness, impulse control, cognitive flexibility, and coping strategies in a representative sample of students aged 15–18. The findings highlight key variables that mediate the relationship between vulnerability and emotional-behavioral outcomes, including perceived support, resilience traits, and metacognitive abilities. The study also proposes applied models of psychoeducational support adapted to real-life contexts, integrating school-based programs, teacher training, and interdisciplinary collaboration. Emphasis is placed on the necessity of early, context-sensitive interventions that promote emotional literacy and cognitive self-regulation. This integrative perspective provides valuable insights for psychologists, educators, and policymakers seeking to foster long-term well-being and social inclusion among at-risk youth.

**Keywords:** adaptive behavior; developmental psychology; executive functioning; psychological intervention; self-regulation strategies