

THE RELATIONSHIP BETWEEN MINDFULNESS (5 MINDFULNESS FACTORS) AND EMOTIONAL REGULATION IN YOUNG ADULTS

Author: Dr C. MADHURI

**ASSOCIATE PROFESSOR, NAVA BHARATHI COLLEGE OF PG STUDIES,
SECUNDERABAD, TELANGANA, INDIA.**

ABSTRACT

Mindfulness is the status of being alert to the present and functioning with complete focus on immediate sensations and situations that is happening both within and in the immediate environment of a person. Emotional distress and emotionally aroused state is primarily associated with the past events the person has experienced in his life or anticipation related the future. The aim of the study was to investigate The Relationship between Mindfulness (5 factors of Mindfulness) and Emotional regulation among young adults. The research design was correlational. Data was collected using the Five-Facet Mindfulness Questionnaire and Emotion Regulation Questionnaire a sample size of 129 participants between the age of 17-23 years in a paper pen test format. The data collected was analysed using a statistical package for social science (SPSS) to find the relationship between the 2 variables. The results showed that there is a significant relationship between Mindfulness 4 factors observing, describe, acting and awareness and nonreactive was found to have significant relationship and Emotional Regulation, while it was found that the 5th factor non-judging did not have a significant relationship with mindfulness

KEYWORDS: MINDFULNESS, EMOTIONAL REGULATION, FFMQ 15, ERQ AND SPSS.

Introduction

Emotional distress and emotionally aroused state is primarily associated with the past events the a person has experienced in his life or anticipation related the future. Preoccupation with the past experiences especially the failure and unfulfilled wishes for which a person feel incapable of finding solutions and experience the sense of helplessness and worthlessness has been one of the major reason for emotional distress. The other is apprehensions and worries about the future which they feel they don't have any control on, again creating a sense of helplessness and hopelessness in them. The best possible way alleviate the emotional distress is to overcome is to this habituated maladaptive cognitive process associated to the past and future and start functioning in the present. One of the effective methods that can be used to develop the ability to function in the present is mindfulness.

Mindfulness

Mindfulness is the status of being alert to the present and functioning with complete focus on immediate sensations and situations that is happening both within and in the immediate environment of a person. It is the status where the person experiences consistent awareness of their bodily sensations, thoughts, feelings and environment, and are able to observe, experience and understand them in a non-judgemental manner. Langer (1989) defines mindfulness as “sense of situational awareness,” and emphasizes that mindfulness refers to the active construction of new categories and meanings when one pays attention to the stimulus properties of primarily external situations. Vago D. R., Silbersweig D. A. described mindfulness as systematic mental training that develops meta-awareness (self-awareness), an ability to effectively modulate one's behaviour (self-regulation), and a positive relationship between self and other that transcends self-focused needs and increases prosocial characteristics (self-transcendence) (Vago D. R., Silbersweig D. A. 2012).

Mindfulness has been defined as a conscious attention to and awareness of the internal and external stimuli that accompany one's immediate experience (Brown & Ryan, 2003). Mindful attunement to current experience is accomplished by processing both internal and external information in an unbiased, non-distorted manner (Brown & Ryan, 2004b), allowing individuals to meet situational demands with adaptive responses instead of automatic, rote, and habitual reactions (Bishop et al., 2004).

The current model of Mindfulness has its base in ancient Buddhist system of meditation. In the contemporary world mindfulness has become a popular and highly recommended approach to manage chronic stress which has also paved way for utilizing this approach as an intervention approach in other mental disorders especially the ones that come under the ambit of neurotic disorders.

According to the teaching in Buddhism suffering is caused by habitual attachment or aversion and preoccupation with people and situations which are not permanent and tend to pass away in its own course of time. All these factors suggest that irrational emotional attachment and the unreasonable intensity of felt emotions associated with people or events are the cause of suffering. The solution to these sufferings according to the Buddhist philosophy is derived from a balanced and diligent approach, wisdom which helps in comprehending a phenomenal clarity on what is happening and freedom from desire and aversion by developing, developing conscious awareness and balanced approach especially on the emotionality associated with the happenings.

The Satipatthāna Sutta, one of the most influential Buddhist texts, describes the practice of mindfulness as a direct path to the “cessation of suffering,” and as a fundamental quality or skill amongst a set of mental qualities developed through specific meditation practices (Analayo, 2003) which implies that the practice of mindfulness would help in developing all the above said qualities essential to overcome the suffering which has its base in irrational emotional appraisal of the events

Emotional regulation

Emotion regulation is defined as “the heterogeneous set of processes by which emotions are themselves regulated”, including “changes in emotion dynamics, or the latency, rise time, magnitude, duration, and offset of responses in behavioural, experiential, physiological domains”. (Gross and Thompson 2007). Emotion regulation refers to all automatic and controlled modulations in latency, magnitude and duration of emotional activation quantifiable by experiential, behavioural as well as physiological alterations. (Aldao, et al, 2015). Cognitive reappraisal and distraction are commonly considered as being most effective in down regulating negative emotions. (Webb, et al, 2012) Whereas distraction involves directing the attention away from the emotional stimulus, reappraisal aims at reframing the valuation of an emotional stimulus. Emotion regulation consists of all the conscious and non-conscious techniques we use to increase, to maintain or lower one or extra components of an emotional response. (Aldao, et al, 2015). Emotion regulation involves the process of regulating emotional arousal and emotional expressions flexibly according to environmental demands (Calkins 1994; Thompson 1994). Emotion regulation focuses primarily on the modulation of the internal emotional changes so as to meet the external needs. For instance, suppressing the desire to laugh when a joke was told at an inappropriate time (e.g., at a funeral) or not showing anger at a job interview. Emotions affect our perception, thinking, and behaviour, and are made of subjective, physiological, and behavioural components. Emotion regulation is the capacity potential to modulate emotional experiences, allowing adaptive engagement with inner and outside experience, that is critical for health and social adaptation. Contemporary psychology considers emotion regulation a central component of mental health, and its imbalances might underlie several mental disorders (Berenbaum et al., 2003; Mennin and Farach, 2007). Emotion regulation includes all of the conscious and non-conscious strategies we use to increase, to maintain or decrease one or more components of an emotional response (Gross, 1998). Originally, trying to bring together ideas from psychoanalysis and the field of stress and coping behaviours, Gross developed a process or time model of emotion regulation, in which emotions can be modulated in five different stages: selecting a situation,

modifying a situation, deployment of attention, changing cognition (cognitive reappraisal), and modulating the experience, behaviour or physiological response (Gross, 2001). Gross and John in a correlational study demonstrated that individual differences in the usage of these strategies (more cognitive reappraisal) were related to better emotional health, well-being and interpersonal functioning (Gross and John, 2003). Gross et al (1998) Proposed A model of emotional regulation process, highlighting the crucial role of emotion regulation strategies in determining the relative health-benefit of different responses to emotions. The process model of emotion regulation has been based upon the “modal model” of emotion, suggesting that a person-situation transaction that compels attention has particular meaning to an individual and gives rise to a coordinated yet flexible multisystem response to the ongoing person- situation transaction (Gross et al 2011)”. According to the modal model of emotion, emotions arise in a particular sequence that includes four key steps: (i) a situation (real or imagined) emotionally relevant; (ii) attention directed towards the emotional situation; (iii) appraisal of situation, which means that situation should be evaluated and interpreted; and (iv) emotional response to situation with changes in behavioural, experiential, and physiological response systems. The modal model of emotion suggests moreover the existence of a feedback recursively and dynamic loop from the emotional response to the situation (Gross et al 2011)

A form of emotion-regulation techniques had been identified, consisting of editing the state of affairs, changing interest closer to it, editing mind approximately it, and modulating the reaction to emotional experiences. Effective techniques lower the subjective experience of poor emotion and its physiological correlates, and are related to long-time period efficacy in every day life. The best-studied method is cognitive reappraisal, the awareness and reinterpretation of a state of affairs in a manner that alters it, with meanings and lessens the emotional impact.

Healthy emotion regulation is vital to modulate feelings in alignment with one's goals., Without it, emotions of stress, anxiety, and melancholy can also additionally thwart one's purpose and proceeding towards the intended goals. Similarly, for sufferers with persistent ailments dealing with a number of bodily and mental challenges, emotion regulation is crucial for keeping most advantageous cognitive functioning and emotional balances. Mindfulness may additionally enhance the possibilities through growing consciousness of ways feelings have an effect on emotions and behaviour.

Ivan J. Moss et al. in his research on Mindfulness and Resilience with the Mediating Role of Emotion Regulation with a sample consisting of of undergraduate 117 students who completed the

Five Facet Mindfulness Questionnaire, The Connor-Davidson Resilience Scale, and therefore the Cognitive Emotion Regulation Questionnaire. Found that there is connection between mindfulness and resilience, also because of the relationship between mindfulness and emotion regulation. Further analyses also found that, mindfulness and adaptive emotion regulation were significant predictors of resilience.

Ute R. Hülshager, et al. (2013) conducted a research on Benefits of Mindfulness at Work: The Role of Mindfulness in Emotion Regulation, Emotional Exhaustion, and Job Satisfaction. This research investigated the idea that mindfulness reduces emotional exhaustion and improves job satisfaction. This study with 219 employees and revealed that mindfulness negatively related to emotional exhaustion and positively related to job satisfaction at both the within- and the between-person levels. The same study which included experimental field study, with 64 participants revealed that participants in the mindfulness intervention group experienced significantly less emotional exhaustion and more job satisfaction than participants in the control group.

Christina LM Hill, et al., (2012) conducted a study on Mindfulness and its relationship to emotional regulation. This study in Youthful adult actors reported their current emotional experiences 6 times per day during 1 week on a PalmPilot device assessed the relationship between awareness, emotion isolation, emotion lability, and emotional difficulties found that Mindfulness was associated with greater emotion differentiation and less emotional difficulties (i.e., emotion lability and self-reported emotion dysregulation) and emotion regulation intermediated the relationship between awareness and both negative emotion lability and positive emotion isolation.

Bishop et al., (2004) had contemplated that Contemporary psychology and psychiatry have adopted secularized forms of mindfulness practice as an approach for increasing awareness and responding skillfully to mental processes that contribute to emotional distress and maladaptive behaviour. According to Baer et al., (2009) There is growing evidence that mindfulness training improves emotion or self-regulation skills as evident from a variety of self report, physiological, and neuroimaging methods.

Acceptance and commitment therapy (ACT) is a particular psychotherapeutic model based on practice of mindfulness, developed from behavioural analysis, with awareness and acceptance as core principles (Hayes et al., 1999), whose effectiveness is analogous to that of cognitive behavioural therapy (CBT) applicable for internal diseases. Dialectical behavioural therapy (DBT) evolved inside a CBT frame and combines awareness and ACT rudiments.

In continuation of the above this study has tried to explore whether there is any relationship

between practice of mindfulness and emotional regulation in individuals.

METHODOLOGY

Problem Statement:

The study attempted to find the Relationship between Mindfulness (5 factors of Mindfulness) and Emotional regulation among young adults.

Aim:

To find the relationship between Mindfulness (5 Factors of Mindfulness) and Emotional regulation among young adults.

Objectives:

1. To assess the level of mindfulness among young adults.
2. To assess the level of emotional regulation among young adults.
3. To explore the relationship between Mindfulness and Emotional regulation among young adults.
4. To explore the relationship between the 5 factors of Mindfulness and Emotional Regulation.

Hypothesis:

H¹-There is no significant relationship between Mindfulness and Emotional regulation among young adults.

H²- There is no significant relationship between Observing (Factor 1 of Mindfulness) and Emotional Regulation.

H³- There is no significant relationship between Describe (Factor 2 of Mindfulness) and Emotional Regulation.

H⁴- There is no significant relationship between Acting and awareness (Factor 3 of Mindfulness) and Emotional Regulation.

H⁷- There is no significant relationship between Non Judging (Factor 4 of Mindfulness) and Emotional Regulation.

H⁶-There is no significant relationship between Non reactive (Factor 5 of Mindfulness) and

Emotional Regulation.

Research design:

Correlational research design was employed in this study. Correlation is a statistical tool that is used to measure the degree of relationship between two variables. It can assume if there is a linear relationship between the variables and whether the two variables are causally related, which means one variable is Independent (IV) and the other variable is Dependent (DV).

Variables:

Mindfulness (5 Factors) - Independent Variable

Emotional regulation - Dependent variable

Sample

The samples for this study were selected by the random sampling method in which the participants between the age group of 18-23 were selected randomly and requested to complete the questionnaire after explaining them the objective of the study and getting their consent to participate in the study. This sampling technique was considered to be appropriate for this study. It may also aid in collecting a large number of samples for the study and the sample collected by this method may tend to be reliable and effective. Participants who were not interested to participate were given the freedom to quit the study before filling out the questionnaires. The total sample population was 129. The participants ranged from 18 years to 23 years of age, with the average age to be 19.5. Participants were 66 Females and 63 Males. Out of the 128 participants, 94 were Undergraduate students and 35 Postgraduate students.

Tools used:

- FFMQ-15: 15-item Five-Facet Mindfulness Questionnaire
- Emotion Regulation Questionnaire (ERQ)

Tool Description:

FFMQ-15: is a 15-item Five-Facet Mindfulness Questionnaire. This measure is a short form of the 39-item FFMQ (Baer et al., 2006). It includes the five facets: Observing, Describing, Acting with Awareness, Non-Judging of inner experience, and Non-Reactivity to inner experience. The 15-item FFMQ (FFMQ-15) was developed by Baer et al. (2008) and includes three items for each facet. Items are answered on a 5-point scale from 1 (never or very rarely true) to 5 (very often or always).

true).

Emotion Regulation Questionnaire (ERQ): The ERQ is a 10-item self-report questionnaire based on Gross's (1998) process model of emotion regulation. The ERQ is designed to measure people's usage of two regulation strategies: an antecedent-focused strategy called cognitive reappraisal and a response-focused strategy called expressive suppression (Gross & John, 2003). Separate scale scores are derived for these two regulation strategies. All items are answered on a 7-point Likert scale, ranging from 1 (strongly disagree) to 7 (strongly agree), with higher scores indicating higher usage of that strategy.

Statistics used:

The Pearson correlation is used as it measures the strength of the linear relationship between two variables. This study also involved both descriptive and inferential statistics. Descriptive statistics are broken down into measures of central tendency and measures of variability (spread). Measures of central tendency include the mean, median, and mode. Inferential statistics Pearson correlation coefficient was used to measure the intensity of the relationship between the two variables among the sample population to make generalisations about the larger population.

RESULT AND DISCUSSION

VARIABLES	N	MEAN	SD	r
Mindfulness	129	52.62	6.235	.586**
Emotional Regulation		52.7209	8.13459	

TABLE 1 CORRELATION BETWEEN MINDFULNESS AND EMOTIONAL REGULATION.

From table 1 it is inferred that the result is significant at 0.01 level (.586). Thus, the null hypothesis "There is no significant relationship between Mindfulness and Emotional regulation among young adults" is rejected.

VARIABLES	N	MEAN	SD	r
Observing		11.2	2.315	

Emotional	129	52.7209	8.13459	.213*
Regulation				

TABLE 2 CORRELATION BETWEEN OBSERVING (FACTOR-1 OF MINDFULNESS) AND EMOTIONAL REGULATION.

From table 2 it is inferred that the result is significant at 0.05 level (.213). Thus the null hypothesis "There is no significant relationship between Observing (Factor-1 of Mindfulness) and Emotional Regulation" is rejected.

VARIABLES	N	MEAN	SD	r
Describe	129	10.09	2.416	.675**
Emotional Regulation		52.7209	8.13459	

TABLE 3 CORRELATION BETWEEN DESCRIBE (FACTOR-2 OF MINDFULNESS) AND EMOTIONAL REGULATION.

From table 3 it is inferred that the result is significant at 0.01 level(.675). Thus the null hypothesis "There is no significant relationship between Describe (Factor-2 of Mindfulness) and Emotional Regulation" is rejected.

VARIABLES	N	MEAN	SD	r
Acting and Awareness	129	10.47	2.136	.282**
Emotional Regulation		52.7209	8.13459	

TABLE 4 CORRELATION BETWEEN ACTING AND AWARENESS (FACTOR-3 OF MINDFULNESS) AND EMOTIONAL REGULATION.

From table 4 it is inferred that the result is significant at 0.01 level (.282). Thus the null hypothesis

"There is no significant relationship between Acting and awareness (Factor-3 of Mindfulness) and Emotional Regulation" is rejected.

VARIABLES	N	MEAN	SD	r
Non-Judging	129	10.03	2.250	-0.069
Emotional Regulation		52.7209	8.13459	

TABLE 5 CORRELATION BETWEEN NON JUDGING (FACTOR-4 OF MINDFULNESS) AND EMOTIONAL REGULATION.

From table 5 it is inferred that the result is not significant (-.069). Thus, the null hypothesis "There is no significant relationship between Non Judging (Factor-4 of Mindfulness) and Emotional Regulation" is accepted.

VARIABLES	N	MEAN	SD	r
Non-Reactive	129	10.9302	2.40503	.462**
Emotional Regulation		52.7209	8.13459	

TABLE 6 CORRELATION BETWEEN NON REACTIVE (FACTOR-5 OF MINDFULNESS) AND EMOTIONAL REGULATION.

From table 6 it is inferred that the result is significant at 0.01 level (.462). Thus, the null hypothesis "There is no significant relationship between Non-reactive (Factor-5 of Mindfulness) and Emotional Regulation" is rejected.

DISCUSSION

Mindfulness has a positive and healthy effect on emotional regulation, Observation, Description, action, Awareness and non reactive aspects also shows a positive response on emotional regulation. Mindfulness is an act of maintaining a moment by moment awareness. By maintaining the moment by moment awareness one's emotions could be observed. That individual can evaluate the intensity of expression of emotions and can observe whether the correct emotions are expressed towards the correct situation or not. Observation entails the ways we use our sensory awareness. It

involves how we see, feel, and perceive a particular thing or particular situation. By deep and narrow observation, an individual can regulate his or her emotions effectively according to that particular situation. Descriptive approach is the way we label our experiences and express them in words to ourselves and others. If a person is able to describe his feelings and experiences on the moment in which he had experienced it without attaching the emotional impact of the past experiences, various self and environmental factors which is not directly related to the current situation, it helps in bringing down the emotional arousal and helps in regulating their our emotions. This aspect Non-reactivity refers to active detachment from negative thoughts and emotions so that we can accept their existence and choose not to react to them. Non-reactivity makes way for emotional resilience and restores mental balance (McManus, Surawy, Muse, Vazquez-Montes, & Williams, 2012). It is the act of not reacting to the particular situation immediately out of our past experience or reflexes. It includes the deep and narrow observation to analyze that particular situation. The deep observation makes us to describe that particular event without any bias. This bias-free description makes us to regulate our emotions. Spontaneous reactivity to emotionally distressing or emotionally exciting situations limits the person's ability to analyse the experience in an effective manner. It also leads to attaching negative cognitions to the experience, developing a biased approach before understanding the situation or the experience properly which results in increasing the intensity of the emotional distress experienced. A non-reactive approach gives enough space and time for the person to analyse the experience in a neutral manner and helps him in understanding the reality associated with the situation thus helping him to regulate the associated emotions. As Per Dr. Naveen Prasadula Action Awareness skills facilitate optimal emotional response to the situation. The awareness on how the person is acting in the situation or responding to the situation helps the individual's ability to process and interpret feelings. The conscious and deep awareness about each and every proactive and reactive actions makes us to be mindful towards that particular situation without the influence of one's past experience. Due to being mindful and being aware of the actions in situation without any influences, prevents the regulation of our emotions could be unbiased. Non-judgmental experience is tied in with not letting the inner critic take a toll on our (emotions) happiness and positive state of mind. It calls for self-acceptance and unconditional empathy for oneself and others. In this study it has been found that the non-judgemental factor does not have any direct influence on emotional regulation. The probable reason may be that when the person is able to observe a situation in a mindful manner, is able to describe the situation with only the focus on the present, exercises control over his reaction to people of situations and maintain awareness about how he is acting or reacting in the situation, there is significant clarity which by itself leads to an unbiased approach

and the need to judge the situation does not arise.

SUMMARY:

The purpose of this research is to investigate The Relationship between Mindfulness (5 factors of Mindfulness) and Emotional regulation among young adults. The research was conducted on the population who come under the age group between 18-23. The total number of Participants took part in this research were 129 individuals who were approached to fill the questionnaire with a paper pen test. Data from those 129 participants was collected through the questionnaires (Five-Facet Mindfulness Questionnaire and Emotion Regulation Questionnaire). Data analysis was done with the use of correlation. The analysis was performed using a statistical package for social science (SPSS). The results showed that there is a significant relationship between Mindfulness (4 factors) and Emotional Regulation.

CONCLUSION:

Based on the analysis the following conclusions have been achieved: There is a significant relationship between Mindfulness and Emotional regulation among young adults.

- There is a significant relationship between observing (Factor 1 of Mindfulness) and Emotional Regulation.
- There is a significant relationship between Describe (Factor 2 of Mindfulness) and Emotional Regulation.
- There is a significant relationship between Acting and awareness (Factor 3 of Mindfulness) and Emotional Regulation.
- There is no significant relationship between Non Judging (Factor 4 of Mindfulness) and Emotional Regulation.
- There is a significant relationship between Non reactive (Factor 5 of Mindfulness) and Emotional Regulation.

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