

Mindfulness and Emotional Regulation in Perinatal Parents

Ishaan Vats¹, Sabah Khan¹, Dr. Deepika Chamoli Shahi², and Dr. Smriti Sethi³

¹Student, Amity Institute of Psychology and Allied Sciences, Amity University Uttar Pradesh, Noida, Uttar Pradesh 201301

²Founder, SpeakingCube Online Mental Health Consulting Foundation, Panchkula, Punjab 134109

³Assistant Professor, Amity Institute of Psychology and Allied Sciences, Amity University Uttar Pradesh, Noida, Uttar Pradesh 201301

Keywords

Emotional Regulation, Fathers, Mental Health, Mindfulness, Mothers, and Perinatal Period,

Abstract

Background: Mindfulness, a practice that binds you with the present and makes you aware of one's surrounding, is an essential aspect of today's modernized world. Its prevalent that people today dwell more about the past and anticipate more about future. Mindfulness is a general human ability to be aware of whom we are, where we are, what are we doing and not giving out over reactions or getting way too overwhelmed by whatever is happening in our surrounding. Specifically focusing upon the parents who are so worried about their children's development, whether it's academic or at a co-curricular level. Emotional dysregulation includes the one's difficulty to manage or control one's emotions and our response or behaviour in response to those emotions. If there is reduced or no mindfulness, there is a greater probability of emotions getting disbalanced, called as emotional dysregulation. This relation between mindfulness with emotional dysregulation in the parents, irrespective of age, becomes an area of concern. **Aim:** To study the gender difference in Perinatal Mothers and Fathers on the basis of Mindfulness and Emotional regulation. **Objective:** To study the gender difference in Perinatal Mothers and Fathers on the basis of Mindfulness and Emotional regulation. **Methodology:** A total sample of 80 parents, that included 40 couples i.e. 40 perinatal mothers and 40 perinatal fathers, were assessed. Scientific tools such as The Five Facet Mindfulness Questionnaire (FFMQ)(developed by Ruth Baer in 2006) and The Difficulties in Emotion Regulation Scale (DERS-SF-18) (developed by Victor and Klonsky in 2016)were used to assess the variables. With the help of the 19th version of SPSS –,

statistical analysis was done and results were interpreted. The current research is a correlational study in which the sampling technique implied was stratified sampling. Discussion: It was observed that perinatal mothers had a weak negative correlation, which means that there is an inverse relationship between the variables. For their counterpart perinatal fathers, there is a weak positive correlation.

Introduction

In today's world of urbanization where parents are willing to work despite of them being expecting a child. There is great need for them to be aware of the conscious and present, that is, be mindful. Feeling guideline concerns how individuals deal with profound experience for individual and social purposes. It is a perplexing and complex cycle, and is formatively significant in light of the fact that it is fundamental to social capability, mental prosperity, and chance for full of feeling psychopathology. The advancement of feeling guideline depends on early neurobiological development, molded by volatile uniqueness, and directed by the small kid's applied comprehension of feeling, procedures of feeling the executives, and oneself. It is likewise directed by friendly impacts: coaching, modeling, direct interventions, conversation, the quality of the relationship between parents and children, and the particular influences of siblings and peers.

Due to the unique idea of human profound answering and the unavoidable job it plays in all encounters, feeling guideline abilities are basic to ordinary working. Feeling guideline abilities create from essential natural components controlling excitement however are shaped inside the parental figure youngster relationship. Feeling guideline creates throughout the span of early stages and youth and assumes a significant part in an assortment of change results. Understanding the job that social and close to home cycles play in versatile feeling guideline might work with the advancement of compelling preventive mediation programs.

Morris et al. (Describe three ways that parenting influences emotion regulation (2007, 2017). First, positive and negative emotions can be expressed and controlled more effectively in a warm, secure, and supportive family environment. Second, reliable with social learning hypothesis, parent presentations of pessimistic and positive feelings, as well as their administration of them, show youngsters what feeling articulations are OK, and what guideline techniques are accessible to them (Morris et al., 2007). Third, the way that guardians respond to kids' own appearances of feeling or their endeavors to manage them critically shape the advancement of feeling guideline. The activation of children's neural networks associated with emotion reactivity is reduced by parents' positive emotional-related socialization behaviors, such as validating child expressions of negative emotions and having discussions about emotions (Tan et al., 2020).

The Troubles in Feeling Guideline Scale (DERS; Gratz and Roemer, 2004) is one of the most generally utilized self-report proportions of trauma center shortages. The DERS was created to identify issues relevant to clinical practice. However, normative developmental processes and experiences have also been examined using it. The DERS comprises of 36 things that heap onto 6 subscales (Gratz and Roemer, 2004). (1) A tendency toward negative secondary responses to negative emotions and/or denial of distress are reflected in the refusal to accept emotional responses. 2) The troubles participating in objective coordinated conduct scale catches issues focusing and achieving assignments while encountering gloomy feelings. (3) Struggles with controlling one's emotions are reflected in the impulse control difficulties subscale. 4) The absence of close to home mindfulness scale catches obliviousness to profound reactions. (5) The belief that there is little a person can do to effectively control

their emotions when they are upset is assessed by the limited access to ER strategies scale. The last subscale, marked absence of close to home lucidity, mirrors the degree to which people have a befuddled outlook on the feelings they are encountering.

Albeit the DERS is a valuable and broadly concentrated on instrument, a considerable lot of the things are reasonably comparable. The fact that between five and eight statements are included in the DERS subscales and have a significant impact on each subscale suggests that a number of items might not be necessary to accurately evaluate the fundamental concepts. Moreover, the closeness of certain things might be seen as redundant to members, possibly expanding disappointment and exhaustion (Gratz and Roemer, 2004; 2010 (Gratz and Tull). Furthermore, a concentrate by Kaufman et al. (2015b) was intended to assess whether an abbreviated variant of the broadly utilized DERS can perform in basically the same manner to the full measure. Results from the two corroborative element examinations demonstrated that the DERS-SF (or DERS-16) has sound psychometric properties that are equivalent to or better than the first measure. In addition, the dimensions of ER deficits measured by the original DERS are effectively captured by DERS-SF scores. They additionally found that connections between's scores on the DERS-SF and on other clinically applicable scales reflected relationships saw while utilizing the full DERS.

The abbreviated form, DERS-16, comprises of 16 things that survey the accompanying elements of emergency room hardships: non-acceptance of negative emotions (three items), inability to engage in goal-directed behaviors when distressed (three items), difficulties controlling impulsive behaviors when distressed (three items), and inadequate emotional clarity (two items) (Bjureberg et al., 2016).

When you are unable to control your emotional responses, you have emotional dysregulation, which is also known as affective dysregulation or simply dysregulation. This implies it's challenging to calm yourself when you feel overpowered, miserable, or furious, and you find it hard to get back to "typical" after these sentiments come up. Your nervous system may have entered a fight, flight, freeze, or fawn response, which is how your body responds to threats, when you are emotionally dysregulated. Even when there is no danger, your body can sometimes enter these states, resulting in unexpected anxiety, depression, or difficulty controlling your emotions. Dysregulation places you outside your window of resilience — the state where you can deal with your feelings and not get overpowered by pressure. People with emotional dysregulation frequently engage in harmful behaviors in an effort to lessen their emotional distress, such as:

Substance abuse

Self-hurt

Self-destructive ideation or activities

Impulsivity

Close to home dysregulation includes an outrageous aversion to profound triggers and a decreased capacity to get back to a pattern close to home state inside a sensible period.

Emotional dysregulation can cause procrastination, crying spells, and mood swings, depending on the individual. Signs and side effects of close to home dysregulation might incorporate the accompanying:

High levels of anxiety

Depression

Shame

Disordered eating

Self-harm behaviors

Suicidal thoughts or actions

Relationship conflict

Being easily overwhelmed

Feeling overly emotional

Crying easily or feeling upset for "no reason,"

Frequent mood shifts, impulsivity, and difficulty coping with stress.

Profound dysregulation is a side effect of contrasts or issues with how certain pieces of your cerebrum impart or cooperate. It may be a sign of mental health problems. But on the other hand it's exceptionally normal in individuals who are neurodivergent. Many individuals with close to home dysregulation have more than one condition that causes or adds to it.

Close to home dysregulation is probably going to occur in three fundamental gatherings:

Individuals with emotional well-being conditions. Most of the time, these conditions cause changes in mood, personality, and self-control.

Individuals with neurodiversity. These are individuals whose cerebrums created or work uniquely in contrast to anticipated. "Neurotypical" people have brains that developed and functioned as expected people whose brains have been damaged in particular areas.

It is possible to manage the effects of emotional dysregulation for many people. However, medicines can make figuring out how to oversee them simpler.

For neurodivergent-related health conditions, treatments work best. At the point when close to home dysregulation happens in view of mind harm or disturbed cerebrum action, it's not treatable straightforwardly. The principal types of treatment are:

Psychotherapy.

Working with a mental health professional is part of this treatment, which is also known as mental health therapy. They can assist you in comprehending the nature and causes of your

emotional dysregulation. Learning coping skills and strategies that can help you avoid the more severe effects of emotional dysregulation is an important part of psychotherapy.

Medications

These can assist with making it more straightforward for you to deal with feelings. How they accomplish this is contingent on the medication itself, the condition it is treating, and other factors.

Symptomatic and Supportive Care

These include treating the hidden circumstances or variables causing or adding to close to home dysregulation.

For instance, concussions cannot be treated immediately. However, treating concussion symptoms can facilitate and accelerate recovery. As an individual recuperates, their close to home dysregulation will improve and, surprisingly, disappear (except if they had it before the blackout). Self-treatment is not an option for emotional dysregulation. It must be diagnosed and treated by a healthcare professional due to the circumstances and conditions that cause it.

Close to home dysregulation can likewise occur with harm to or disturbances in mind action. Emotional dysregulation can be caused by a variety of conditions, some of which are dangerous and require immediate medical attention.

Mayes et al (2014) conducted a study on Emotional regulation in parenting. Researchers are examining how neurobiological, hormonal, and behavioral changes during the transition to parenthood may facilitate parental regulation in response to with infant signals. In addition, they examine how parents shape their children's emotional regulation and how the clinical implications of regulation work in the parent-child relationship.

Bamberger et al (2015) conducted a research on Mindfulness Enhancement Family Strengthening Program: Integrate brief mindfulness activities and parent training into an evidence-based prevention program. Teaching mindfulness to parents as well as adolescents through family-centered interventions can have a positive impact on parent-adolescent relationships. In mindful parenting, guardians are aware of their own feelings and emotions and interact with their children mindfully through emotional awareness, attentive listening, non-judgmental judgment, self-regulation, and compassion. This article discusses the need for family-centered mindfulness approaches in adolescence. It introduces the Strengthen Family Strengthens Mindfulness program, describes the specific activities of the program and their theoretical underpinnings, and presents initial empirical evidence from pilot studies of interventional interventions.

There is a growing consensus that the family, and in particular the parents, shape this crucial faculty, and that there is a genetic component to the development of emotion regulation in children. As a result, children may learn to control their emotions by mimicking their parents' regulating methods. This has critical ramifications for kid advancement and prosperity, considering that this might prompt the transmission of versatile as well as

maladaptive guideline abilities. For example, a mother's utilization of the feeling guideline technique of expressive concealment (i.e., repressing a profound articulation or experience) anticipated their youngster's utilization of this equivalent procedure.

Parents are accepted to mingle their youngster's feeling guideline through both immediate and roundabout strategies - which might differ reliant upon the kid's neurobiological, social and mental transformative phases. The three sided model of parental and familial impact on kid feeling guideline proposes three areas of parental commitment to the advancement of feeling guideline abilities in the youngster through these immediate and aberrant techniques. The first is that kids learn through noticing their folks' (as well as other relatives') feeling guideline rehearses. Right off the bat being developed this might be accomplished through straightforwardly demonstrating the reactions and responses these familial figures show, and with formative advances, there might be a more prominent verbal part to grasping guideline of feelings through conversations with these figures. The second wellspring of parental impact is through nurturing rehearses with the kid. For example, parental contingent respect (PCR; i.e., when parents give their children different amounts of attention and affection depending on how desirable the child's behavior is. Both positive (more attention) and negative (less attention) patterns are linked to difficulties in children controlling their emotions.

In addition, definitive nurturing is related with both assimilating and externalizing issues in kids. Consequently, nurturing practices can essentially affect the fostering kid's feeling guideline capacity and prosperity. The third part of the model focuses on how the emotional climate of the family affects how children regulate their emotions. This includes

parent-child attachment as well as the romantic attachment of the parents to each other. It also focuses on marital conflict and how it can affect how parents raise their children and how they develop social and emotional skills. For example, positive conjugal connections are related with kids' capacity to direct their feelings in light of kin desire

Yan et al (2021) conducted a research on Associations ranging from mindfulness and parental emotional regulation to parental emotional regulation of children: The regulatory role of co-parenting in Chinese families. The method that was used were Five Facet Mindfulness Questionnaire, the Difficulties in Emotional Regulation Scale, the Multidimensional Assessment of Parenting Scale, the Brief Coparenting Relationship Scale, and the Emotion Regulation Checklist and total participants were 2156 chiese parents of school going students (6 – 12 years old). The findings show that less difficulty regulating emotions in parenting, and higher levels of attentiveness are associated with better quality of parenting, so this is related to good emotional regulation and lower levels of negativity in children. The association between parenting quality and child negativity was stronger when the quality of co-parenting was higher.

Wang et al (2019) conducted a research on Parents' concerns and feelings for preschool children Regulation: The role of mindful parenting and secure parent-child attachment. The sample that they used were 472 parents (74.4% mothers) of preschool children 3-6 years old

reported mindfulness propensity, mindful parenting, parent-child attachment, and ability to regulate their children's feelings. The findings suggest that mindfulness tends to be associated with higher levels of mindful parenting, which in turn facilitates parent-child bonding, thereby contributing to reduced vulnerability. preschoolers' emotional vulnerability/negativity and better adaptive emotional regulation. Bootstrap shows that indirect pathways from parental attention to children's emotional instability/negativity and adaptive emotional regulation through mindful and engaged parenting. Bonding between parents and children is very important.

Feeling guideline is a basic workforce to guardians. This is because caring for a child is one of-a-kind and puts a lot of pressure on adults. In spite of the fact that to date, feeling guideline in guardians has not been differentiated to that of non-guardians, proof from studies looking at reactivity to newborn child signals recommends that there might be significant contrasts at a neurobiological and conduct level among guardians and non-guardians.

One normal circumstance looked by all guardians is the should have the option to deal with their own feelings when confronted with their upset baby and answer delicately to relieve as well as work with guideline in their kid. The normative neurobiological, hormonal, and behavioral shifts that come with parenthood appear to support this task; however, variations in these shifts may cause difficulties in the parent's regulation, which in turn have a significant impact on the child's regulatory functioning. A number of cognitive abilities, such as mentalization, mindfulness, and executive functions, are connected to the concept of emotion regulation; These relationships are applicable to both parents and non-parents in a broader sense, but they may be especially crucial for comprehending and enhancing parental emotion regulation.

Literature Review

Douglas et al (2015) conducted a research on Incorporating mindfulness into parenting training: Effects of the Mindful Family Enhancement Program. The sample that was used were 432 families to test the effectiveness of the Mindfulness Reinforcement Family program 16=(MSFP), compared with standard SFP 10-14 and a home learning control condition with minimal treatment. The results indicated that, in general, MSFP was as effective as SFP 10-14 in improving many aspects of parenting, including interpersonal interest in parenting, quality parent-child relationship, parenting behavior of young people and parental happiness, according to parents and parents. adolescents reported both post-intervention and one-year follow-up.

Wolfe et al (2015) conducted a research on Mindfulness-Based Stress Reduction (MBSR) for Parents and Carers of People with Developmental Disabilities:A community approach. Of the 76 recruited participants, 66 completed the program. All participants experienced a significant reduction in perceived stress, and parents (n=59) experienced a 22% reduction in parenting stress. Parents/guardians also reported significant increases in mindfulness, compassion, and happiness. Participants continued to report significant stress reduction 2 months after the program. Our research suggests that a community-based MBSR program

could be an effective intervention to reduce stress and improve psychological well-being for parents and carers of children with developmental disabilities.

Waters (2016) conducted a research on Relationship between children's stress, children's mindfulness and parental mindfulness. A community sample consisting of Australian children of primary school age (N=68) and one of their parents (N=68) participated in this study. Participants were recruited through researcher-facilitated stress management workshops (a licensed psychologist). To better understand the causes and origins of childhood stress, researchers need to consider both interpersonal and interpersonal influences (Bedin & Sarriera, 2015). Using a pairwise approach, the present study examined the role of the child's own mindfulness (e.g., introspective aspect) as well as the role of parental mindfulness levels (e.g., the parent's mindfulness level) e.g. interpersonal aspect). Children who were more attentive or whose parents were more attentive reported lower stress levels, suggesting that research on how to promote mindfulness in the family is a promising area for further exploration.

Rachel et al (2019) conducted a research on parental mindfulness, parenting and child psychology in China. A total of 2237 Chinese parents with children aged 6-12 years participated in this study. The results show that parental mindfulness is indirectly related to children's introversion and extroversion behaviors through parenting and positive parenting, while this pathway is not significant through parenting. negative parenting. In addition, mothers and fathers showed almost equal effects on the direct and indirect pathways, except that mothers showed stronger effects on the relationship between mindfulness and tendencies and mindful parenting, as well as the link between negative parenting practices and children's extroverted behaviors.

Zhang et al (2022) conducted a research on Effects of conscious emotional regulation on parental loneliness and social support: A longitudinal study during the coronavirus disease 2019 (COVID-19) pandemic in the United States. The participants were 147 parents/guardians living with at least one child or minor in their household during the pandemic in the United States. Data were collected from a national online sample at four time points: reference (7-21 April 2020), 30, 60 and 90 days later. Results from the longitudinal mediating structural equation model suggest that conscious emotional regulation is directly related to increased perception of social support and reduced loneliness.

Furthermore, conscious emotional regulation is also indirectly related to perceived social support through its effects on loneliness. It is important to focus on the needs of parents to promote family and child well-being in order to minimize negative health consequences.

Aydin (2023) conducted a research on Consider the mediating role of mindful parenting: A study of the relationship between parental emotional control difficulties and problem behaviors in children with autism. The study was conducted with 273 parents of children with ASD in Istanbul. The results of the study showed a significant but negative correlation between mindful parenting and difficulty regulating problematic emotions and behaviors.

The research model found that difficulties with emotional regulation significantly predicted children's mindful parenting and problematic behavior, while mindful parenting predicted significant problem behavior of the child. In addition, study results indicate that mindful parenting is a partial mediator.

Moran et al (2023) conducted a research on The link between children's emotional regulation, mindful parenting, parental stress, and how parents deal with the COVID-19 pandemic. This article discusses the association between child urgency, mindful parenting (PM), parental stress, and parental adjustment to college parenting. in a sample of 217 caregivers of school age children (91.0% mothers). The results indicated that children's ER was associated with parents' self-reported ability to cope with parenting during the pandemic, but not with increased stress. In addition, MP moderated the association between children's ER and ability to cope, such that parents who were more attentive and had children with better ER skills reported significantly higher coping abilities for parenting during the pandemic. Weaker adjustment for other combinations of RE and mindful parenting. These results contradict pre COVID results, which suggest that the relationship between children's ER and parental outcomes may be different in the context of COVID-19, and provide insight. about which parents are most likely to have a hard time dealing with parenting during the pandemic.

Methodology

Aim

To study the gender difference in Perinatal Parents on the basis of Mindfulness and Emotional regulation.

Objective

To study the relationship between mindfulness and emotional regulation in parents.

Hypotheses

There is no significant gender difference between mindfuless and emotional regulation among perinatal mothers and fathers.

There is no significant difference between mindfulness and emotional regulation in perinatal mothers.

There is no significant difference between mindfulness and emotional regulation in perinatal fathers.

Sample

The questionnaires were administered to 80 perinatal fathers and perinatal mothers of age between 26 to 40 years ranging between the prenatal, antenatal and postnatal period. The sampling technique implied was stratified sampling.

Reliability And Validity

It has been demonstrated that the original FFMQ has good construct validity and internal consistency; furthermore, the positive and negative connections of FFMQ care features with related builds show that this scale can be utilized to anticipate mental side effects. The corresponded five-component and four-factor (barring noticing) models and the higher request factor various leveled model didn't show adequate integrity of fit, while the 24-thing form showed OK fit when uncorrelated technique factors stacked on by the positive and negative (turn around scored) things were added. A total sample of 80 parents, which included 40 couples i.e. 40 perinatal mothers and 40 perinatal fathers, were assessed.

Scientific tools such as The Five Facet Mindfulness Questionnaire (FFMQ) (developed by Ruth Baer in 2006) and The Difficulties in Emotion Regulation Scale (DERS-SF-18) (developed by Victor and Klonsky in 2016) were used to assess the variables. With the help of the 19th version of SPSS –, statistical analysis was done and results were interpreted. the current research is a correlational study in which the sampling technique implied was stratified sampling.

Result

Table 1
Descriptive Statistics Of Mean And Standard Deviation

	PERINATAL MOTHERS		PERINATAL FATHERS	
	Mean	Standard deviation	Mean	Standard deviation
Mindfulness	115.14	5.78	94.78	0.60
Emotional Regulation	51.2	1.93	29.76	3.16

Table 2
The Values of Correlation in the Respective Tests

Participants under study	Variables under study	Correlation
Perinatal Mothers – 40 participants	Mindfulness and Emotional Regulation	-0.1 Perfect Negative Correlation
Perinatal Fathers – 40 participants	Mindfulness and Emotional Regulation	0.1 Perfect Positive Correlation
Both [Perinatal mothers and Perinatal fathers] – 80 participants	Mindfulness and Emotional Regulation	0.3 Moderate Correlation

Table 3
Correlation Table

Correlation value	Interpretation
+1	perfect positive correlation
-1	perfect negative correlation
0.0	no linear relationship
0.00 to 0.29	weak correlation
0.30 to 0.69	moderate correlation
0.70 to 1.00	high correlation

Discussion and Conclusion

The aim of the study to analyse the gender difference in Perinatal Mothers and Fathers on the basis of Mindfulness and Emotional regulation. The objective of the study the relationship between mindfulness and emotional regulation in parents. A total sample of 80 parents, that included 40 couples i.e. 40 perinatal mothers and 40 perinatal fathers, were assessed.

Scientific tools such as The Five Facet Mindfulness Questionnaire (FFMQ) and The Difficulties in Emotion Regulation Scale (DERS-SF-18) were used to assess the variables. Douglas et al (2015) conducted a research on Incorporating mindfulness into parenting training: Effects of the Mindful Family Enhancement Program. The sample that was used were 432 families to test the effectiveness of the Mindfulness Reinforcement Family program (MSFP), compared with standard SFP 10-14 and a home learning control condition with minimal treatment. The results indicated that, in general, MSFP was as effective as SFP 10-14 in improving many aspects of parenting, including interpersonal interest in parenting, quality parent-child relationship, parenting behavior of young people and parental happiness, according to parents and parents. adolescents

reported both post-intervention and one-year follow-up. Bamberger et al (2015) conducted research on Mindfulness Enhancement Family Strengthening Program: Integrate brief mindfulness activities and parent training into an evidence-based prevention program. Teaching mindfulness to parents as well as adolescents through family-centered interventions can have a positive impact on parent-adolescent relationships. In mindful parenting, guardians are aware of their own feelings and emotions and interact with their children mindfully through emotional awareness, attentive listening, non-judgmental judgment, self-regulation, and compassion. This article discusses the need for family-centered mindfulness approaches in adolescence. It introduces the Strengthen Family Strengthens Mindfulness program, describes the specific activities of the program and their theoretical underpinnings, and presents initial empirical evidence from pilot studies of interventional interventions. card. According to the results of the sample, it was observed that perinatal mothers had a weak negative correlation, which means that there is an inverse relationship between the variables. If there is an increase in the levels of one variable then there is a considerable amount of decrease in the levels of another variable. So we infer, as per our sample, the perinatal mothers can only focus on one aspect, that is, we know that mindfulness demands us to be aware of our environment and live in the present. Emotional regulation demands us to regulate our emotions. But the mothers can either focus fully on mindfulness or regulating emotions, because if they focus on regulating the emotions they are not being able to be mindful. If they focus on being in the present then the past emotions that they have gone through or going through, are not letting them live in the present. For their counterpart perinatal fathers, there is a weak positive correlation. We know if there is a positive correlation then there is a direct relation in the levels of the variables. We see that if one variable rises up, the other variable, in response to it, rises. We also infer that there is very little awareness of the importance of the two aspects, mindfulness and emotional regulation. Hence, intervention in this field of perinatal counseling is required.

References

- Aydin, A. (2023). Examining the mediating role of mindful parenting: A study on the relationship between parental emotion regulation difficulties and problem behaviors of children with ASD. *Journal of Autism and Developmental Disorders*, 53(5),
- Bazzano, A., Wolfe, C., Zylowska, L., Wang, S., Schuster, E., Barrett, C., & Lehrer, D. (2015). Mindfulness based stress reduction (MBSR) for parents and caregivers of individuals with developmental disabilities: A community-based approach. *Journal of Child and Family Studies*, 24, 298-308.
- Coatsworth, J. D., Duncan, L. G., Nix, R. L., Greenberg, M. T., Gayles, J. G., Bamberger, Han, Z.R., Ahemaitijiang, N., Yan, J. *et al.* Parent Mindfulness, Parenting, and Child Psychopathology in China. *Mindfulness* 12, 334–343 (2021).
<https://doi.org/10.1007/s12671-019-01111-z>
- K. T., ... & Demi, M. A. (2015). Integrating mindfulness with parent training: effects of the Mindfulness-Enhanced Strengthening Families Program. *Developmental psychology*, 51(1), 26.
- K. T., Berrena, E., & Demi, M. A. (2015). Integrating mindfulness with parent training: effects of the Mindfulness-Enhanced Strengthening Families Program. *Developmental psychology*, 51(1), 26–35. <https://doi.org/10.1037/a0038212>
- Moran, M. J., Murray, S. A., LaPorte, E., & Lucas-Thompson, R. G. (2023). Associations Between Children's Emotion Regulation, Mindful Parenting, Parent Stress, and Parent Coping During the COVID-19 Pandemic. *The Family Journal*, 31(3),
- Waters, L. (2016). The relationship between child stress, child mindfulness and parent mindfulness. *Psychology*, 7(01), 40.
- Yan, J. J., Schoppe-Sullivan, S., Wu, Q., & Han, Z. R. (2021). Associations from parental mindfulness and emotion regulation to child emotion regulation through parenting: The moderating role of coparenting in Chinese families. *Mindfulness*, 12, 1513-1523.
- Zhang, N., Russell, B., Park, C., & Fendrich, M. (2022). Effects of mindful emotion regulation on parents' loneliness and social support: a longitudinal study during the coronavirus disease 2019 (COVID-19) pandemic in the United States. *Journal of Social and Personal Relationships*, 39(11), 3415-3435.
- Zhang, W., Wang, M., & Ying, L. (2019). Parental mindfulness and preschool children's emotion regulation: The role of mindful parenting and secure parent-child attachment. *Mindfulness*, 10, 2481-2491.
- Zhang, Wenjuan & Wang, Mingzhu & Ying, Liuhua. (2019). Parental Mindfulness and Preschool Children's Emotion Regulation: the Role of Mindful Parenting and Secure Parent Child Attachment. *Mindfulness*. 10. 1-11. [10.1007/s12671-019-01120-y](https://doi.org/10.1007/s12671-019-01120-y).