

Teaching Mindfulness in Education Observation Scale

The Teaching Mindfulness in Education Observation Scale (TMEOS) was developed and used in a study of L2B as a way of training and coaching classroom teachers. The description of the scale and the story of its construction have been published elsewhere, and interested readers can refer to the article in *Mindfulness* (Broderick et al., 2019) as well as an online supplement to the article that includes instructions for use, detailed item descriptions, and scoring instructions. TMEOS raters may provide suggestions and feedback to teachers regarding specific teacher behaviors by sharing the scale with them. L2B teachers can also be invited to complete the scale as self-assessment.

Teaching mindfulness represents a new way of working in classrooms. Although the TMEOS continua represent shifts from typically didactic to more mindful instruction, didactic teaching is often effective in classrooms. Therefore, scores of 1 on key features are not to be seen as necessarily poor teaching but as examples of pedagogy that may not be appropriate for the nature of the lessons. This scale has been used in research studies as a vehicle for coaching teachers who are being trained to teach L2B. The longer version of the TMEOS (see Broderick et al., 2019) contains numerical anchors and detailed description of the scoring protocol. The short version included here simply presents the key features of the four main domains.

Domain I. Planning, Organization, and Curriculum Coverage

- 1.1 Teacher organizes the physical environment in a way that facilitates group participation.
- 1.2 Teacher prepares class materials in advance of the lesson.
- 1.3 Teacher covers all three major parts of the lesson (practice/intro, activities, formal practice).
- 1.4. Teacher uses class time effectively
- 1.5. Teacher presents information about the lesson theme that is accurate (according to the curriculum).
- 1.6. Teacher presents the parts of the lesson in the order they are written in the curriculum.
- 1.7. Teacher provides clear instructions for lesson activities.
- 1.8. Teacher makes appropriate conceptual transitions between lesson segments that scaffold student understanding of the theme (according to the curriculum).
- 1.9. Teacher uses language and examples that are clear and appropriate for the group.
- 1.10. Teacher avoids introducing extraneous information or activities during the lesson.

Domain II. Teaching Mindfulness

- 2.1. Pedagogy of the lesson is characterized by genuine interest in and facilitation of student experience (pedagogy of curiosity) rather than by top-down transfer of information (pedagogy of knowledge).
- 2.2. Primary focus of attention and discussion in class is on present-moment experiencing as opposed to conceptualizing, remembering, comparing, or analyzing content.
- 2.3. Questioning (inquiry) is directed toward noticing and exploring student experience (thoughts, feelings, sensations, etc.) and making connections to real-world patterns in their lives as appropriate.
- 2.4. Student talk time exceeds teacher talk time, and interaction is focused on the lesson theme.
- 2.5. Teacher demonstrates patience with students and the unfolding of the lesson and avoids working in a highly goal-oriented way.
- 2.6. Teacher demonstrates acceptance and models willingness to be present to situations as they are with compassion and without immediately needing to fix them.

Domain III. Guiding Mindfulness Practices

- 3.1. Teacher creates the conditions for practice (e.g., settling class, posture instruction, seating arrangement, etc.).
- 3.2. Vocal tone is softened yet audible, calm, and relaxed.
- 3.3. Guidance is clear, precise, and accurate (without unnecessary added language or confusing instructions).
- 3.4. Guidance is smooth and well paced, with appropriate pauses, so that participants can follow and engage in the practice.
- 3.5. Guidance helps students understand and practice the specific key learning task(s) for each practice.
- 3.6. Teacher avoids concluding practice abruptly (e.g., allowing sufficient time for students to return focus to the group, etc.).

Domain IV. Management of the Group Learning Environment

- 4.1. Teacher facilitates a safe and effective learning environment by establishing and maintaining group guidelines and includes students in their creation when possible.
- 4.2. Teacher utilizes appropriate strategies to maintain participation and student engagement and to reduce disruptive behavior.
- 4.3. Teacher invites participation from a range of students to encourage wide participation.
- 4.4. Teacher demonstrates the ability to deal effectively with challenging students.
- 4.5. Teacher demonstrates the ability to deal effectively (or skillfully) with unmotivated students.
- 4.6. Teacher maintains a focus on group process while attending to the needs of individual students.

Reference

Broderick, P. C., Frank, J. L., Berrena, E., Schussler, D. L., Kohler, K., Mitra, J., et al. (2019). Evaluating the quality of mindfulness instruction delivered in school settings: Development and validation of a teacher quality observational rating scale. *Mindfulness*, *10*, 36–45.

Fidelity Checklists

As discussed in chapter 3, fidelity includes both programmatic and process-oriented components. The following checklists primarily address content or programmatic elements and are offered as a relatively easy way to rate content teaching (planning, organization, and curriculum coverage) as measured by domain 1 in the “Teaching Mindfulness in Education Observation Scale” (see <http://www.newharbinger.com/46714>). There’s space available for note taking and for scoring on these checklists. Remember that these lists provide a simple way to assess what content (activities, practices, and so forth) were covered in the lesson. These checklists do not address the qualitative attributes necessary for teaching mindfulness or the foundations of mindfulness, which are identified in TMEOS domains 2, 3, and 4. These are discussed briefly in chapter 3 and are explained in greater detail in the supplement to Broderick et al. (2019). Check marks can be used in the “score” column to note if the element was present and observable in the lesson.

L2B Fidelity Checklist: B Theme

Domain 1. Planning, Organization, and Coverage of Session Curriculum	Score	Notes
The setting is conducive to the class (e.g., room is simple and neatly arranged; chairs are arranged in a circle; yoga mats or cushions may be available, etc.).		
Materials are prepared in advance to facilitate the flow of the lesson (e.g., handouts and writing materials are available and easily accessible).		
Class follows a three-part structure (begins with mindfulness practice, includes activities and discussion, and ends with mindfulness practice).		
Individual elements of the lesson are taught in the correct order so that the logic of the lesson develops in a meaningful way.		
Activities and practices are presented clearly, accurately, and in accordance with the instructions in the curriculum. Teacher demonstrates an understanding of the lesson themes and the rationale for each.		
✓ <i>Introduction and rationale for program</i>		
✓ <i>Introductory class practice (for any B lessons that follow the first session, as there is no introductory mindfulness practice in the very first lesson)</i>		
✓ <i>Class guidelines and poster letter</i>		
✓ <i>Mindful listening activity</i>		
✓ <i>Definition of mindfulness with discussion of elements: paying attention on purpose, in the present moment, and without judgment</i>		
✓ <i>My Mindful/Mindless Life (workbook page)</i>		
✓ <i>Eating Mindfully (or Sense Doors, etc.)</i>		
✓ <i>Basic breath awareness</i>		
✓ <i>Body Scan</i>		
✓ <i>Homework discussion</i>		
✓ <i>Mindfulness in My Life (home practice)</i>		
✓ <i>Three Dots</i>		
✓ <i>Person Just Like Me: B Theme</i>		
Extraneous concepts, ideas, or activities of personal interest are not introduced, but the teacher may include relevant personal examples of the themes.		

L2B Fidelity Checklist: R Theme

Domain 1. Planning, Organization, and Coverage of Session Curriculum	Score	Notes
The setting is conducive to the class (e.g., room is simple and neatly arranged; chairs are arranged in a circle; yoga mats or cushions may be available, etc.).		
Materials are prepared in advance to facilitate the flow of the lesson (e.g., handouts and writing materials are available and easily accessible).		
Class follows a three-part structure (begins with mindfulness practice, includes activities and discussion, and ends with mindfulness practice).		
Individual elements of the lesson are taught in the correct order so that the logic of the lesson develops in a meaningful way.		
Activities and practices are presented clearly, accurately, and in accordance with the instructions in the curriculum. Teacher demonstrates an understanding of the lesson themes and the rationale for each.		
✓ <i>Opening mindfulness practice</i>		
✓ <i>Review of B lesson(s) and check-in about out-of-class practice</i>		
✓ <i>Transition to lesson on thoughts</i>		
✓ <i>The Big Event</i>		
✓ <i>Name That Thought</i>		
✓ <i>My Mind Is a Cast of Characters</i>		
✓ <i>Panda Bear (sticky thoughts)</i>		
✓ <i>Mindfulness of Thoughts</i>		
✓ <i>Homework invitation and instructions</i>		
✓ <i>Person Just Like Me: R Theme</i>		
Extraneous concepts, ideas, or activities of personal interest are not introduced, but the teacher may include relevant personal examples of the themes.		

L2B Fidelity Checklist: E Theme

Domain 1. Planning, Organization, and Coverage of Session Curriculum	Score	Notes
The setting is conducive to the class (e.g., room is simple and neatly arranged; chairs are arranged in a circle; yoga mats or cushions may be available, etc.).		
Materials are prepared in advance to facilitate the flow of the lesson (e.g., handouts and writing materials are available and easily accessible).		
Class follows a three-part structure (begins with mindfulness practice, includes activities and discussion, and ends with mindfulness practice).		
Individual elements of the lesson are taught in the correct order so that the logic of the lesson develops in a meaningful way.		
Activities and practices are presented clearly, accurately, and in accordance with the instructions in the curriculum. Teacher demonstrates an understanding of the lesson themes and the rationale for each.		
✓ <i>Opening mindfulness practice</i>		
✓ <i>Review of previous lesson(s) and check-in about out-of-class practice</i>		
✓ <i>Transition to lesson on emotions</i>		
✓ <i>The Lineup</i>		
✓ <i>How Does It Feel?</i>		
✓ <i>Emotions in Three Acts</i>		
✓ <i>The Great Cover-Up</i>		
✓ <i>Surfing the Waves</i>		
✓ <i>Mindfulness of Feelings</i>		
✓ <i>Finding the Feeling</i>		
✓ <i>Homework invitation and instructions</i>		
✓ <i>Person Just Like Me: E Theme</i>		
Extraneous concepts, ideas, or activities of personal interest are not introduced, but the teacher may include relevant personal examples of the themes.		

L2B Fidelity Checklist: A Theme

Domain 1. Planning, Organization, and Coverage of Session Curriculum	Score	Notes
The setting is conducive to the class (e.g., room is simple and neatly arranged; chairs are arranged in a circle; yoga mats or cushions may be available, etc.).		
Materials are prepared in advance to facilitate the flow of the lesson (e.g., handouts and writing materials are available and easily accessible).		
Class follows a three-part structure (begins with mindfulness practice, includes activities and discussion, and ends with mindfulness practice).		
Individual elements of the lesson are taught in the correct order so that the logic of the lesson develops in a meaningful way.		
Activities and practices are presented clearly, accurately, and in accordance with the instructions in the curriculum. Teacher demonstrates an understanding of the lesson themes and the rationale for each.		
✓ <i>Opening mindfulness practice</i>		
✓ <i>Review of other lesson(s) and check-in about out-of-class practice</i>		
✓ <i>Transition to lesson on stress and attention</i>		
✓ <i>Differences between chronic and acute stress</i>		
✓ <i>A Stressed-Out Case</i>		
✓ <i>Cross the Line</i>		
✓ <i>How Much Can You Handle?</i>		
✓ <i>What's My Limit?</i>		
✓ <i>What's the Best Balance?</i>		
✓ <i>Memo from the Body-Mind</i>		
✓ <i>Mindfulness 360</i>		
✓ <i>Mindful Movement</i>		
✓ <i>Mindful Walking</i>		
✓ <i>Person Just Like Me: A Theme</i>		
Extraneous concepts, ideas, or activities of personal interest are not introduced, but the teacher may include relevant personal examples of the themes.		

L2B Fidelity Checklist: T Theme

Domain 1. Planning, Organization, and Coverage of Session Curriculum	Score	Notes
The setting is conducive to the class (e.g., room is simple and neatly arranged; chairs are arranged in a circle; yoga mats or cushions may be available, etc.).		
Materials are prepared in advance to facilitate the flow of the lesson (e.g., handouts and writing materials are available and easily accessible).		
Class follows a three-part structure (begins with mindfulness practice, includes activities and discussion, and ends with mindfulness practice).		
Individual elements of the lesson are taught in the correct order so that the logic of the lesson develops in a meaningful way.		
Activities and practices are presented clearly, accurately, and in accordance with the instructions in the curriculum. Teacher demonstrates understanding of the lesson themes and the rationale for each.		
✓ <i>Opening mindfulness practice</i>		
✓ <i>Review of other lesson(s) and check-in about out-of-class practice</i>		
✓ <i>Transition to lesson on ways we practice kindness or meanness</i>		
✓ <i>Neuroplasticity and practice</i>		
✓ <i>The Teenage Brain, True or False</i>		
✓ <i>Ways We Practice Kindness/Ways We Practice Meanness</i>		
✓ <i>Stream of Gratitude</i>		
✓ <i>Loving-Kindness</i>		
✓ <i>Invitation to home practice</i>		
✓ <i>A Person Just Like Me: T Theme</i>		
✓ <i>Other</i>		
Extraneous concepts, ideas, or activities of personal interest are not introduced, but the teacher may include relevant personal examples of the themes.		

L2B Fidelity Checklist: H Theme

Domain 1. Planning, Organization, and Coverage of Session Curriculum	Score	Notes
The setting is conducive to the class (e.g., room is simple and neatly arranged; chairs are arranged in a circle; yoga mats or cushions may be available, etc.).		
Materials are prepared in advance to facilitate the flow of the lesson (e.g., handouts and writing materials are available and easily accessible).		
Class follows a three-part structure (begins with mindfulness practice, includes activities and discussion, and ends with mindfulness practice).		
Individual elements of the lesson are taught in the correct order so that the logic of the lesson develops in a meaningful way.		
Activities and practices are presented clearly, accurately, and in accordance with the instructions in the curriculum. Teacher demonstrates an understanding of the lesson themes and the rationale for each.		
✓ <i>Opening mindfulness practice</i>		
✓ <i>Review of other lesson(s) (building inner strength) and check-in about out-of-class practice</i>		
✓ <i>Transition to lesson on taking practices into daily life</i>		
✓ <i>Short practices (review of previously learned practices)</i>		
✓ <i>Designed to Re-Mind</i>		
✓ <i>BREATHE Beading</i>		
✓ <i>"What I Wish for Myself" letter</i>		
✓ <i>Mindful Quilt</i>		
✓ <i>Closing Circle (mindful speaking and listening)</i>		
✓ <i>A Person Just Like Me: H Theme</i>		
✓ <i>Gifts (wallet cards, etc.)</i>		
Extraneous concepts, ideas, or activities of personal interest are not introduced, but the teacher may include relevant personal examples of the themes.		

Reference

Broderick, P. C., Frank, J. L., Berrena, E., Schussler, D. L., Kohler, K., Mitra, J., et al. (2019). Evaluating the quality of mindfulness instruction delivered in school settings: Development and validation of a teacher quality observational rating scale. *Mindfulness*, *10*, 36–45.

Sample Pre-program and Post-program Questionnaires

These questions are designed to provide a general view of student experience with L2B. In particular, the items are intended to inquire into students' perceived levels of stress, learning, and physical and emotional well-being before and after the program. The questions also survey students' level of engagement with the practices taught in L2B. This is not a standardized instrument, so scoring of items is not possible. Aggregated anonymous student responses can provide general descriptive indicators of improvement and areas of engagement pre- to post-program.

Sample L2B Pre-program Questions

Please circle the responses that best express your experience over the past few months.

1. Are there areas of your life that you have trouble managing? (You may choose more than one or write down others in the blank spaces.)

- a. *Relationships with peers*
- b. *Relationships with parents and family members*
- c. *Relationships with teachers*
- d. *Schoolwork*
- e. *Managing emotions that are upsetting to me*
- f. *Troubling thoughts in my mind that bother me*
- g. *Physical health and sleep*
- h. *Dealing with stress in my life*
- i. *Being kind to myself*
- j. *Being kind to others*
- k. _____
- l. _____

2. How do you feel you have been coping with stress in your life over the past month or two?

- a. *Coping with stress is never a problem for me.*
- b. *I have had a lot of trouble coping with my problems lately.*
- c. *I have had some difficulty coping with my problems lately.*
- d. *I have been coping pretty well lately.*
- e. *I cope well most of the time.*
- f. *I have been coping very well with my problems lately.*

3. How have you been sleeping over the past few months?

- a. *Sleeping is never a problem for me.*
- b. *I have been sleeping much worse than before.*
- c. *I have been sleeping somewhat worse than before.*
- d. *No difference.*
- e. *I have been sleeping somewhat better than before.*
- f. *I have been sleeping much better than before.*

4. Describe any physical problems (for example, headaches, back pain, tiredness, etc.) you have experienced over the past few months.

- a. *This was never a problem for me.*
- b. *Much worse than before.*
- c. *Somewhat worse.*
- d. *No difference.*
- e. *Somewhat better.*
- f. *Much better.*

5. Overall, describe your ability to take care of yourself (for example, eating well, exercising, not judging yourself too harshly, etc.) over the past few months.

- a. *This was never a problem.*
- b. *Much worse than before.*
- c. *Somewhat worse.*
- d. *No difference.*
- e. *Somewhat better.*
- f. *Much better.*

6. How well have you been able to pay attention to your school work (e.g., listening in class, doing homework, taking tests) over the past few months?
- a. *School work has never been a problem for me.*
 - b. *My attention has been much worse than before.*
 - c. *My attention has been somewhat worse than before.*
 - d. *No difference.*
 - e. *My attention has been somewhat better than before.*
 - f. *My attention has been much better than before.*
7. Overall, describe your ability to be in control of difficult emotions and situations in your life over the past few months.
- a. *I was always fully in control.*
 - b. *I feel less control than before.*
 - c. *I feel somewhat less in control than before.*
 - d. *No difference.*
 - e. *I feel somewhat more in control.*
 - f. *I feel much more in control.*
8. Over the past few months, how have you been getting along with other people in your life?
- a. *Getting along with people is never a problem for me.*
 - b. *I have been having a lot of trouble getting along with people lately.*
 - c. *I have been having some difficulty lately.*
 - d. *I have been getting along with people pretty well lately.*
 - e. *I have been getting along with people most of the time.*
 - f. *I have been getting along with people very well lately.*

Sample L2B Postprogram Questions

Please circle the responses that best express your experience with the Learning to BREATHE program.

1. Are there areas of your life that you can manage better *now* as a result of taking the class? (You may choose more than one or write others in the blank spaces.)

- a. *Relationship with peers*
- b. *Relationships with parents or family members*
- c. *Relationships with teachers*
- d. *Schoolwork*
- e. *Managing emotions that are upsetting to me*
- f. *Letting go of sticky thoughts*
- g. *Physical health and sleep*
- h. *Dealing with stress in my life*
- i. *Being kinder to myself*
- j. *Being kinder to others*
- k. _____
- l. _____

2. Overall, how do you feel you cope with stresses in your life *now* compared to before the mindfulness program?

- a. *Coping with stress was never a problem.*
- b. *I cope much worse than before.*
- c. *I cope somewhat worse.*
- d. *No difference.*
- e. *I cope somewhat better.*
- f. *I cope much better.*

3. Overall, describe the quality of your sleep *now* as compared to before the mindfulness program.
- a. *Sleep was never a problem.*
 - b. *I sleep much worse than before.*
 - c. *I sleep somewhat worse.*
 - d. *No difference.*
 - e. *I sleep somewhat better.*
 - f. *I sleep much better.*
4. Overall, describe any problem physical symptoms (for example, headaches, back pain, tiredness, etc.) *now* as compared to before the mindfulness program.
- a. *This was never a problem.*
 - b. *Much worse than before.*
 - c. *Somewhat worse.*
 - d. *No difference.*
 - e. *Somewhat better.*
 - f. *Much better.*
5. Overall, describe your ability to take care of yourself (for example, eating well, not judging yourself too harshly, etc.) *now* as compared to before the mindfulness program.
- a. *This was never a problem.*
 - b. *Much worse than before.*
 - c. *Somewhat worse.*
 - d. *No difference.*
 - e. *Somewhat better.*
 - f. *Much better.*

6. How well are you now able to pay attention to your schoolwork (e.g., listening in class, doing homework, taking tests) compared to before the mindfulness program?
- a. *School work has never been a problem for me.*
 - b. *My attention is much worse than before.*
 - c. *My attention is somewhat worse than before.*
 - d. *No difference.*
 - e. *My attention is somewhat better than before.*
 - f. *My attention is much better than before.*
7. Overall, describe your ability to be in control of difficult emotions and situations in your life *now* compared to before the mindfulness program.
- a. *I was fully in control before the program.*
 - b. *I feel less in control than before.*
 - c. *I feel somewhat less in control than before.*
 - d. *No difference.*
 - e. *I feel somewhat more in control.*
 - f. *I feel much more in control .*
8. How have you been getting along with other people in your life *now* compared to before the mindfulness program?
- a. *Getting along with people has never been a problem for me.*
 - b. *I have a lot more trouble getting along with people than before.*
 - c. *I have some difficulty now compared to before.*
 - d. *No difference.*
 - e. *I get along with people more of the time now compared to before.*
 - f. *I get along with people a lot better now than before.*

In the section below, please circle the kinds of mindfulness practice you did over the course of the program and check off how often you did it.

Since the beginning of the L2B program, how often did you practice?

1. Body Scan

- ☐ Only in the L2B class
- ☐ During the day in school
 - ☐ Once more at home
 - ☐ About two to five times at home
 - ☐ Once a week
 - ☐ Several times a week
 - ☐ Every day
 - ☐ Other _____

Did you use the audio to guide you through the Body Scan? Circle: yes / no

2. Three Mindful Breaths (Three Dots)

- ☐ Only in the L2B class
- ☐ During the day in school
 - ☐ Once more at home
 - ☐ About two to five times at home
 - ☐ Once a week
 - ☐ Several times a week
 - ☐ Every day
 - ☐ Other _____

3. Eating Mindfully

- ☐ Only in the L2B class
- ☐ During the day in school
- ☐ Once more at home
- ☐ About two to five times at home
- ☐ Once a week
- ☐ Several times a week
- ☐ Every day
- ☐ Other _____

4. Mindfulness of Thoughts

- ☐ Only in the L2B class
- ☐ During the day in school
- ☐ Once more at home
- ☐ About two to five times at home
- ☐ Once a week
- ☐ Several times a week
- ☐ Every day
- ☐ Other _____

Did you use the audio to guide your Mindfulness of Thoughts practice? Circle yes / no

5. Mindfulness of Feelings

- ☐ Only in the L2B class
- ☐ During the day in school
- ☐ Once more at home
- ☐ About two to five times at home
- ☐ Once a week
- ☐ Several times a week
- ☐ Every day
- ☐ Other _____

Did you use the audio to guide your Mindfulness of Feelings practice? Circle yes / no

6. Mindful Movement and/or Mindful Walking

- ☐ Only in the L2B class
- ☐ During the day in school
- ☐ Once more at home
- ☐ About two to five times at home
- ☐ Once a week
- ☐ Several times a week
- ☐ Every day
- ☐ Other _____

7. Loving-Kindness

- ☐ Only in the L2B class
- ☐ During the day in school
- ☐ Once more at home
- ☐ About two to five times at home
- ☐ Once a week
- ☐ Several times a week
- ☐ Every day
- ☐ Other _____

Did you use the audio to guide you through the Loving-Kindness practice? Circle yes / no

8. Compassion for self and others (Person Just Like Me)

- ☐ Only in the L2B class
- ☐ During the day in school
- ☐ Once more at home
- ☐ About two to five times at home
- ☐ Once a week
- ☐ Several times a week
- ☐ Every day
- ☐ Other _____

9. Mindfulness can be practiced at any moment of the day, no matter where you are or what you are doing. Do you have a special way of practicing mindfulness? Please describe:

10. Mindfulness helps us recognize that we are connected to each other. Have you noticed any ways that you are more aware of other people’s feelings? Please describe:

11. Have you engaged in any activities or behaviors that help others in some way since you’ve begun to practice mindfulness? Please describe:

12. What advice would you give a friend or family member who is thinking about starting to practice mindfulness? Please describe:

Affective Self-Regulatory Efficacy Scale for Use with L2B

All scales should be used appropriately with permission and in conformity with institutional standards for assessment. This unpublished self-report scale was developed by the author (Broderick, 2013) to measure affective self-regulatory efficacy and is formatted in accordance with the guidelines provided by Bandura and colleagues (2003).

Directions: Sometimes people feel that they can do something very well, and sometimes they feel like they can't do something very well. Read each of the sentences below, and circle the number on the scale of 1 to 5 that describes how well you think you can do each thing.

1. When I am upset, I can own up to the way I feel and treat my feelings as important.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

2. I can use my breathing to calm myself when I am upset or angry.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

3. I can relax my body and calm myself when I am stressed out.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

4. When something upsets me, I can remain in control of my behavior.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

5. I can pay attention to what is actually happening in the present moment.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

6. I can let my uncomfortable feelings (like anger, jealousy, or sadness) run their course without acting out or pretending that they don't exist.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

7. I can accept things that don't go my way without getting really angry or upset.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

8. I know which feelings (like anger, impatience, joy) I am feeling as they are happening.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

9. When something upsets me, I can let go of constant worrying about the problem.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

10. When I get distracted and my mind wanders, I can bring my attention back to what I'm supposed to be doing.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

11. I can take the time to figure out what I'm thinking when I'm upset.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

12. I can understand another person's point of view when they disagree with me or don't do what I want them to do.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

13. I can accept my uncomfortable feelings (like anger, jealousy, or sadness) without blaming myself for feeling the way I do.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

14. I can notice how my body feels when I get upset.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

References

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