



The effectiveness of mindfulness on interaction between mother and child in mothers of female students of Bojnourd High School

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Abstract: *The purpose of this study was to investigate the effectiveness of mindfulness on the interaction between mother and child in mothers of female students of Bojnourd High School. In term of purpose it is an applied study, and in terms of the research method, a quasi- experimental study with pretest and posttest design and the control group. The data collecting tool used in this study was the parent-child interaction questionnaire Robert M., Ross (1961). The statistical population of this study includes all female high school students in Bojnourd city which consists of 9874 people. The sampling method was a simple random method and 60 of students were selected, and the questionnaire was distributed among them, and they were divided into two groups of control group and experimental group (each 30). The descriptive and inferential statistics were used using SPSS 32 software package along with covariance analysis. The results showed that teaching mindfulness has significant effect on mother-child interaction. Therefore, mindfulness has positive effect on interaction between mother and child in mothers of female students of Bojnourd high schools.*

Keywords: *Mindfulness, Mother-child interaction, High school students*

INTRODUCTION

Introduction

Mindfulness is deeply rooted in human spirituality and religion and affects individual health. A simple definition of mindfulness is being aware of thoughts, behaviors, emotions and feelings and it is considered as a special form of attention in which awareness in the present time and not judging the events is important. Nowadays, its neuropsychological roots have been investigated and studied. Jeffrey Millgan, a physician at the San Diego Body Medical Program, has been studying the effects of mindfulness. He concluded that the quality of life of people with chronic pain have increased due to their awareness, as well as being used as a tool to help managing the stress of people suffering from cancer. According to Millgan's research, teaching

mindfulness makes people more focused on the present, and in people with chronic pain, they also use techniques to manage their pain. With regard to the Millgan's findings of mindfulness, the researchers sought to use mindfulness techniques and improve the management of response to treatment in chronic diseases and various therapeutic conditions, increasing the tolerance of mothers whose children were in war or working in army. Millgan has come to the conclusion that mindfulness improves the quality of people's sleep, communication and social skills. Stress management, sleep quality and their relationships with others (Aria Purian, 2011).

The interaction of the mother-child plays an important role in the personal changr, social and moral development (Hall and McGregor, 2000). A deficiency in the social relationships of mentally retarded children can make the interacting between them and their parents difficult. Undoubtedly, as parents have influence on their child behavior, children also have influence on the the behavior of their parents (Shokoohi Yekta and Parand, 2008). Therefore, improving parents-child interaction is one of the areas of interest for researchers (Spilfeug et al., 2011). This is particularly the case in the recent decade for research and designing interventions to improve interpersonal skills. Failure in the capabilities of mothers' social skills in relation to their children's mental retardation leads to long-term negative consequences such as low compromise and wrong relations between parent and child (Keshavarz, 2012).

Various educational approaches have been widely used in the field of training and improving interactions and mental health of individuals. Psychological approaches, such as reducing mental stress, can be used to treat various types of psychological stress or differences and to improve mother-child relationships (Yoshimasu et al., 2012).

Mindfulness is a kind of psycho-educational intervention that helps individuals to practice physical and mental mediation and aims to reduce stress and improve health. Mindfulness means paying attention to a particular targeted way in the present and judgment avoidance (Walsh, 2009). Mindfulness means being in the moment and feeling everything without judgment and without commenting on what is happening, which is called an experience (Segal and Williams, 2002). Mindfulness focuses mainly on the process of constant attention, not its content (Aria Pourian, 2011). Mindfulness helps us to realize that negative excitements may occur, but they are not permanent and fixed part of personality. It also allows the individual to respond to events in an involuntary manner (Emmanuel et al., 2010). Increasing mindfulness leads to the learning of new behavioral strategies such as focusing on preventing stressful thought and tendency to worrisome responses, as well as spreading new thoughts and reducing unpleasant excitement (Aria Pourian, 2011).

Parents find complete and instantaneous awareness of their relationships through the training of mindfulness and by improving the quality of listening skill with full attention when communicating with the child, they promoted adolescents' acceptance and not judging them, emotional awareness, self-regulation in education, and kindness toward children, they can improve their interactions (Duncan et al., 2009).

Therefore, the purpose of conducting this study was to investigate the effectiveness of mindfulness on interaction between mother and child in mothers of female students of Bojnourd High School.

Hypotheses

The main hypothesis

- Mindfulness has positive effect on mother-child interaction in mothers of female students of Bojnourd High School.

Minor hypothesis

- Mindfulness has positive effect on child acceptance in mothers of female students of Bojnourd High School.
- Mindfulness has positive effect on protecting views in mothers of female students of Bojnourd High School.
- Mindfulness has positive effect on easy taking in mothers of female students of Bojnourd High School
- Mindfulness has positive effect on child exclusion in mothers of female students of Bojnourd High School.

Review of Literature

Movahedzadeh & Shahveysi (2017) conducted a study entitled as 'The Effect of Cognitive Therapy Based on Mindfulness on Depression, Quality of Life and Hope in the Clients of the Ghorveh Relief Committee. The findings indicated that there is a significant difference between the scores of depressions, quality of life and hope in the pretest, posttest and follow-up stages after the completion of cognitive therapy based on mindfulness. According to the results, cognitive therapy based on mindfulness as a group reduces depression and improves the quality of life and hope in the careers after the end of treatment sessions and after 2 months follow up.

Moradi & Samari (2017), a research entitled Cognitive-based Mindfulness Therapy on Clinical syndrome and body image in women with compulsive eating. Based on the results of cognitive therapy test based on mindfulness, the scores of depression, anxiety and stress were significantly decreased ($p < 0.05$), as well as an increase in the scores of self-images scale of experimental group compared to the control in the posttest. Based on the results, cognitive- therapy test based on mindfulness reduces depression, anxiety and stress,

and improves the self-body image, and it is suggested to use this therapeutic approach for people with compulsive eating problem.

Aghajani et al., (2015) conducted a study entitled as The Effectiveness of teaching method of stress reduction based on mindfulness on the interaction of mother-child in mothers of mentally retarded students. The results showed that teaching method of stress reduction based on mindfulness on the interaction of mother-child in mothers of mentally retarded students.

Borjali (2013) conducted a research on the effectiveness of cognitive-based therapy based on mindfulness based on reducing parent-child conflicts in adolescents. The results showed that cognitive-based therapy based on mindfulness significantly reduces the parent-child conflicts in adolescents.

Hartigan (2017) conducted a study entitled as "The effect of mindfulness on stress reduction among teachers and students" and the results showed that mindfulness exercises can reduce stress.

Naji (2017) conducted a research entitled as Mindfulness and its impact on the psychological characteristics of teachers. The results show that reinforcing mindfulness can enhance the psychological characteristics of teachers and enhance their performance.

Calma (2017) conducted a research entitled as Mindfulness influence on intelligence and enhancement. The results show that paying attention and mindfulness raising can enhance intelligence.

Singh et al. (2012) carried out research on the transfer of education, care, and mindfulness parenting on child-parent interactions. The results showed that the levels of happiness increased in mothers who received mindfulness skills, had better interactions with their children.

Oord et al. (2012) conducted a research entitled as effectiveness of teaching mindfulness for children with attention deficit hyperactivity and mindfulness parenting in improving the mother-child interaction. The results showed that teaching mindfulness was significantly effective, which means that the mother's interactions improve mother-child interaction.

Singh et al. (2010) conducted a research entitled Teaching mindfulness for parents and children with hyperactivity disorder in order to assess the effectiveness of this training on the obedience of children. The results showed that education of mindfulness increases the obedience of children from their mothers and leads to improvement of mother-child interaction.

Singh (2006) realized that teaching mothers for the mindfulness of aggression to reduce their disobedience and self-harming behaviors in children and it increased the mothers' satisfaction with their skills in a 12-week study of mindfulness on three parents.

Research method

In term of purpose it is an applied study, and in terms of the research method, a quasi- experimental study with pretest and posttest design and the control group. In this method, the experimental group receive mindfulness teaching skills, but the control group is placed on the waiting list, and both groups respond to the pretest and posttest at the same time.

Table 1: procedure of teaching method on mindfulness

Session	The content
First session	Communicate and familiarize participants in the educational session with each other and conceptualize the problem of communication with the child and its theoretical foundations
Second session	The 17-step relaxation training is based on the Dr. Zakerani's relaxation system
Third session	The 17-step relaxation training is based on the Dr. Zakerani's relaxation system
Fourth Session	Teaching inhaling method based on the 9 steps of correct and deep breathing with relaxation
Fifth meeting	Teaching Meditation of the body observance in eight steps
Sixth session	Learning to pay attention to every moment of life to focus more and control the thoughts and mind
Seventh session	Learning how to relax body and then teaching attention to the moment of life to focus more and control thoughts and minds
Eighth session	Learning how to relax body and then teaching attention to life at a time to focus more and control thoughts and minds and train their practice in everyday life

The data collecting tool used in this research is Robert, M. Ross questionnaire (1961) of child-mother. This test is designed by Robert, M, Ross (1961) and has 48 items and 4 subscales: 1. Child acceptance; 2. Supplementary protection; 3. Easy taking; and 4. Child exclusion. The content validity was used to assess the validity of the questionnaire in a way that the questionnaire was approved by five professors of psychology. To assess the reliability of Cronbach's alpha, a score of 0.83 was used to confirm the reliability of the questionnaire.

The statistical population of this study includes all female high school students in Bojnourd city which consists of 9874 people. The sampling method was a simple random method and 60 of students were selected, and the questionnaire was distributed among them, and they were divided into two groups of control group

and experimental group (each 30). The descriptive and inferential statistics were used using SPSS 32 software package along with covariance analysis.

Findings

Main hypothesis: Mindfulness has positive effect on mother-child interaction in mothers of female students of Bojnourd High School. In order to test the significance of the difference between test and control groups in dependent variables, multivariate analysis of covariance was used to control the effect of the pretest.

Table 2: Multivariate covariance analysis results to examine the relationship between group variables and dependent variables

Test type	the amount of	Degree of freedom of hypothesis	Degree of Freedom of Error	F	P	Effect size
Piley effect	0.549	1	58	47.16	0.0001	0.67
Wilks Lambda	0.582	1	58	56.95	0.0001	0.67
Hatling effect	0.611	1	58	47.66	0.0001	0.67
The biggest root of Roy	0.599	1	58	53.18	0.0001	0.67

Considering the above mentioned and the significance of multivariate test indicators, it is confirmed that there is a significant difference between test and control groups in terms of posttest of dependent variables with pretest control. Accordingly, it can be stated that a significant difference was created in at least one of the dependent variables and the coefficient indicated that 67% of the difference between the two groups was related to the intervention.

Table 3: Results of the effects of the subjects in terms of scores (pretest and posttest)

The dependent variable	Sum of squares	Degrees of freedom	Average squares	F	Significance level	ETA Coefficient	Statistical power
Child-mother interaction	39.71	1	16.21	18.96	0.001	0.15	0.74

According to the findings of the above table, there is a significant difference between the mean difference between the control group and the test group in terms of dependent variables. The power of a statistical test is the probability of rejecting the zero assumption that the estimated statistical power is acceptable. Therefore, it can be concluded that mindfulness has positive effect on mother-child interaction in mothers of female students of Bojnourd High School.

Hypothesis 1: Mindfulness has positive effect on child acceptance in mothers of female students of Bojnourd High School. Before examining this hypothesis, the three assumptions of normal distribution, homogeneity of variance of scores and regression slope coherence should be considered.

The Kolmogorov-Smirnov test was used to assess the distribution of the norm. The results in Table 4 indicate the normalization of the data.

Table 4: Normal distribution of Kolmogorov-Smirnov test for adoption of the child

Groups	Implementation stage	Z	The significance level
Control	pretest	0.71	0.65
	Posttest	0.69	0.78
The experimental group	pretest	0.75	0.81
	Posttest	0.49	0.79

Homogeneity of variances is trying to answer whether the samples were selected from equally varied societies. Levin's test was used to examine the homogeneity of the variables of the research variables and it will be judged according to the significant level of homogeneity or non-homogeneity of variances. Thus, if the significance level is bigger than 0.05, the variance in the two groups is equal; otherwise, the assumption of the equality of variances is rejected. The results of the cluster from Table 5 show the variance of the acceptance variable of the child.

Table 5: Homogeneity of child adoption variance

Variable	Group	Levine's statistics	First degree of freedom	Second degree of freedom	The significance level
Child acceptance	Pretest	0.28	1	58	0.26
	Posttest	0.48	1	58	0.31

To prove the regression slope coincidence, the F value of the interaction between the diffraction variable and the independent variable is computed. If this index is not significant (a significant level bigger than 0.05), the assumption is accepted.

Table 6: Results of the test of the assumption of homogeneity of slope regression of the child adoption variable

Variable	Source of change	F	Significance level
Adoption of the child	The effect of group interaction and pretest	1.152	0.318

According to the results of Table 6, the homogeneity of regression slope is established. Therefore, to test the hypothesis of the researcher, the covariance analysis test is used.

Table 7: Child acceptance, Covariance Analysis

Source	Sum of squares	Degrees of freedom	Mean	F	The significance level	ETA Coefficient	Statistical power
Modified model	71.22	2	33.87	1.78	0.021	0.26	0.69
Pretest	4.20	1	4.46	3.18	0.014	0.16	0.59
Group	68.86	1	68.86	0.15	0.041	0.15	0.54
Error	1346.9	53	41.18	-	-	-	-
Total	112169	56	-	-	-	-	-

Considering that the significance level of the group is less than 0.05, it can be concluded that the effect of independent variable on the dependent variable is significant. The power of a statistical test is the probability of rejecting the null hypothesis. In this study, the estimated statistical power is an acceptable amount. Therefore, the mindfulness of knowledge in adopting the child is effective in child acceptance of mothers of high school female students in Bojnourd.

Second hypothesis: Mindfulness has positive effect on protecting views in mothers of female students of Bojnourd High School.

Before examining this hypothesis, the three assumptions of normal distribution, homogeneity of variance of scores and regression slope coherence should be considered. The Kolmogorov-Smirnov test was used to test the distribution of the norm. The results in Table 8 indicate the normalization of the data.

Table 8: Normal distribution of the Kolmogorov test of protecting view

Groups	Implementation stage	Z	The significance level
Control	pretest	0.71	0.65
	Posttest	0.69	0.78
The experimental group	pretest	0.75	0.81
	Posttest	0.49	0.79

Homogeneity of variances is trying to answer whether the samples were selected from equally varied societies. Levin's test was used to examine the homogeneity of the variables of the research variables and it will be judged according to the significant level of homogeneity or non-homogeneity of variances. In this way, if the significance level is more than 0.05, the variance in the two groups is equal, otherwise, the assumption of the equality of variances is rejected. The results of Table 9 show that the variance of the happiness variable is homogeneous.

Table 9: Variance homogeneity of protecting view

Variable	Group	Levine's statistics	First degree of freedom	Second degree of freedom	The significance level
More protection	Pretest	0.29	1	58	0.28
	Posttest	0.33	1	58	0.30

To prove the convergence of the regression slope, the F value of the interaction is calculated between the diffraction variable and the independent variable. If this index is not significant (a significant level more than 0.05), the hypothesis is confirmed.

Table 10: Test Results of hypothesis of homogeneity of regression slope of protecting view

Variable	Source of change	F	Significance level
Protecting view	The effect of group interaction and pretest	1.169	0.268

According to the results obtained from Table 10, the slope homogeneity of the regression is established. Therefore, to test the hypothesis of the researcher, the covariance analysis test is used.

Table 11: Covariance Analysis Test of protecting view

Source	Sum of squares	Degrees of freedom	Mean	F	Significance level	ETA Coefficient	Statistical power
Modified model	71.26	2	31.74	1.05	0.009	0.09	0.67
Pretest	6.18	1	5.97	3.235	0.012	0.12	0.61
Group	45.73	1	71.58	0.16	0.027	0.29	0.59
Error	1287.6	53	34.51	-	-	-	-
Total	116984	56	-	-	-	-	-

Considering that the significance level of the group is less than 0.05, it can be concluded that the effect of independent variable on the dependent variable is significant. The power of a statistical test is the probability of rejecting the null hypothesis that in this study the estimated statistical power is an acceptable level. Therefore, the mindfulness is more effective in protecting the mothers of high school female students in Bojnourd.

Third hypothesis: Mindfulness has positive effect on easy taking in mothers of female students of Bojnourd High School

Before examining this hypothesis, the three assumptions of normal distribution, homogeneity of variance of scores and regression slope homogeneity should be investigated. To test the normal distribution of the Kolmogorov-Smirnov test, the results presented in Table 12 confirm the normalization of the data.

Table 12: Normal distribution of Kolmogorov Smirnov test of easy taking

Groups	Implementation stage	Z	Significance level
Control	pretest	0.81	0.61
	Posttest	0.73	0.73
The experimental group	pretest	0.72	0.80
	Posttest	0.56	0.78

Homogeneity of variances is trying to answer the question of whether members have been selected from communities with equal variances. Levin's test has been used to study the homogeneity of variables in the

research and it will be judged according to the significant level of homogeneity or non-homogeneity of variances. In this way, if the significant level is more than 0.05, the variance is equal in the two groups; otherwise, the assumption of equality of variances is rejected. The results of Table 13 show that the variance of the self-efficacy variable is homogeneous.

Table 13: covariance homogeneity of easy taking

Variable	Group	Levine's statistics	First degree of freedom	Second degree of freedom	Significance level
Easy taking	Pretest	0.21	1	58	0.28
	Posttest	0.36	1	58	0.29

To prove the convergence of the regression slope, the F value of the interaction is calculated between the diffraction variable and the independent variable. If this index is not significant (a significant level is more than 0.05), and the hypothesis is confirmed.

Table 14: The results of homogeneity of slope regression test of easy taking variable

Variable	Source of change	F	Significance level
Easy taking	The effect of group interaction and pretest	1.298	0.265

Based on the results obtained from Table 14, the regression slope homogeneity is established. Therefore, to test the hypothesis of the researcher, the covariance analysis test is used.

Table 15: Covariance Analysis Test of Easy Taking

Source	Sum of squares	Degrees of freedom	Mean	F	Significance level	ETA Coefficient	Statistical power
Modified model	61.19	2	31.28	1.07	0.016	0.10	0.57
Pretest group	5.18	1	5.18	3.354	0.009	0.16	0.60
group	63.28	1	65.31	0.18	0.017	0.11	0.66
Error	1236.5	53	41.39	-	-	-	-
Total	139851	56	-	-	-	-	-

Considering that the significance level of the group is less than 0.05, it can be concluded that the effect of independent variable on the dependent variable is significant. The power of a statistical test is the probability

of rejecting the null hypothesis. In this study, the estimated statistical power is an acceptable amount. Therefore, the mindfulness in mothers of high school female students in Bojnourd is effective.

Hypothesis 4: Mindfulness has positive effect on child exclusion in mothers of female students of Bojnourd High School.

Before examining this hypothesis, the three assumptions of normal distribution, homogeneity of variance of scores and regression slope coherence should be considered. The Kolmogorov-Smirnov test was used to test the distribution of the norm. The results in Table 16 indicate the normalization of the data.

Table 16: Normal distribution of Kolmogorov-Smirnov test of child abandonment

Groups	Implementation stage	Z	Significance level
Control	Pretest	0.81	0.61
	Posttest	0.73	0.73
The experimental group	Pretest	0.72	0.80
	Posttest	0.56	0.78

Homogeneity of variances is trying to answer the question of whether members have been selected from communities with equal variances. Levin's test has been used to study the homogeneity of variables in the research. And will be judged according to the meaningful level of homogeneity or non-homogeneity of variances. In this way, if the significance level is more than 0.05, the variance is equal in both groups; otherwise, the assumption of equality of variances is rejected. The results of Table 17 show that the variance of the self-efficacy variable is homogeneous.

Table 17: Covariance of homogeneity of child exclusion

Variable	Group	Levine's statistics	First degree of freedom	Second degree of freedom	Significance level
Child exclusion	Pretest	0.22	1	58	0.23
	Posttest	0.28	1	58	0.27

To prove the convergence of the regression slope, the F value of the interaction is calculated between the diffraction variable and the independent variable. If this index is not significant (a significant level more than 0.05), this hypothesis is confirmed.

Table 18: Results of the test of the pretest of homogeneity of slope regression of the child exclusion variable

Variable	Source of change	F	Significance level
Child exclusion	The effect of group interaction and pretest	1.745	0.255

Based on the results of Table 18, the homogeneity of slope regression is confirmed. Therefore, to test the hypothesis of the researcher, the covariance analysis test is used.

Table 19: Covariance Analysis of child exclusion variable

Source	Sum of squares	Degrees of freedom	Mean	F	Significance level	ETA Coefficient	Statistical power
Modified model	61.19	2	31.28	1.07	0.016	0.10	0.57
Pretest	5.18	1	5.18	3.354	0.009	0.16	0.60
Group	63.28	1	65.31	0.18	0.017	0.11	0.66
Error	1236.5	53	41.39	-	-	-	-
Total	139851	56	-	-	-	-	-

Considering that the significance level of the group is less than 0.05, it can be concluded that the effect of independent variable on the dependent variable is significant. The power of a statistical test is the probability of rejecting the null hypothesis that the estimated statistical power is an acceptable value. Therefore, the mindfulness of the child's exclusion is effective in the mothers of the female students of high school in Bojnourd.

Discussion and conclusion

The purpose of this study was to investigate the effect of mindfulness on mother-child interaction in mothers of high school female students of Bojnourd and the results showed that mindfulness in the interaction of the mother of the child is effective in the mothers of high school female students in Bojnourd. The results are consistent with the results of the researches of Aghajani et al., (2015) as the effectiveness of the educational method for reducing the stress of mindfulness on mother-child interaction in mothers of mentally retarded students, which can be used to reduce the stress-based mindfulness for mother-child interaction, mothers use

mentally retarded students. Also, Borjali (2013) studied the efficacy of cognitive therapy based on mindfulness on reduction of parent-child conflict in adolescents. The results showed that cognitive therapy based on mindfulness significantly reduces parent-child conflict and its aspects in students. Hartigan (2017) also conducted a research entitled Mindfulness Impact on Stress Reduction among Teachers and Students. And the results showed that the practice of mindfulness can reduce stress. Also, Naji (2017) conducted a research entitled Mindfulness and its impact on the psychological characteristics of teachers. The results show that reinforcing mindfulness can enhance the psychological characteristics of teachers and enhance their performance. Similarly, Calma (2017) conducted a research entitled The Influence of Mindfulness on Intelligence and Strengthening It. The results showed that attention and strengthening of mindfulness can enhance intelligence. Similarly, Singh et al. (2012) conducted a research on the transfer of childcare education to the parents' interactions. The results showed that the levels of happiness increased in mothers who received mindfulness teaching skills, and that these mothers had better interactions with their children. Given that one of the characteristics of a successful human being is the skills necessary to manage himself (behavior, excitement, mind, etc.). Considering the various routines, the constant intellectual rumors, and the stressful conditions that surround our majority, the importance of managing the mind becomes more and more evident. To manage mind, it is necessary to know the rules of the mind correctly and use it to manage its power to its maximum. Mindfulness is an effective strategy for maximizing the ability of the mind and managing it. Mindfulness or the presence of mind means awareness of thoughts, behaviors, emotions and motivations so that we can better manage and regulate them so the results can be interpreted and explained.

According to the results, we propose:

- Teaching mindfulness to both children and mothers.
- Appreciate successful experiences in this field as a pattern.
- Mindfulness should be applied to school curriculum as a course.
- Teachers specializing in mindfulness should work in schools.
- School counselors should use mindfulness.

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