

## STANDARDIZATION OF EMOTION REGULATION SCALE

Linisha C K<sup>1</sup> & Fathimajaseena M P M<sup>2</sup>, Ph. D.

<sup>1</sup>Research Scholar, Farook Training College, University of Calicut.

<sup>2</sup>Assistant Professor, Farook Training College, University of Calicut.

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### Abstract

Education that is imparted today focus on the cognitive aspect and little importance to the affective domain. Emotion regulation is the ability to modify the experience and expressions of emotions (Gross & Thompson 2007). In a classroom situation positive emotions, feedback and rewards facilitate better learning. Jurist proposed an innovative theoretical aspects on emotion regulation, which put forward theory of mind or mentalisation as a central idea of it. Regulatory process of emotion takes an account in mentalisation. This theory focus on affectively regulating or modulating an emotion relies on Theory of Mind. There are three aspects of mentalized affectivity, Identifying, Processing and Expressing. This paper discussed validity, reliability and item analysis of Emotion regulation scale in the light of Mentalized affectivity Theory. Emotion regulation plays a major role in adolescent ability to handle every day stressors and the way in which they response to these stressors can result in the development of depression, anxiety or anger management problems.

**Keywords-** Emotion regulation, Mentalization, Identifying, Processing, Expressing



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## INTRODUCTION

Education is the continuous process in life. It is widely understood as an important factor for social mobility. Education that is imparted today focus on the cognitive aspect and little importance to the affective domain. Gandhiji quoted that education is not worthy in this context as education is a process of drawing the best of a child and man. So cognitive, affective and psychomotor domains are important for physical and mental wellbeing of a person. The word emotion is etymologically derived from the Latin word Emovero which means to stir up agitate or excite. Emotion is moved or stirred up state of feeling that is how it appears to the individual himself. It is disturbed muscular and glandular activity that is how it appears to the external observer. There are two types of emotions in human emotion. Positive

emotions such as happiness, love, sympathy, empathy etc. Negative emotions such as unhappiness, anger, anxiety and jealousy etc. Feeling positive emotions also can help in seeing problem solving options and finding cues for good decision making. Goleman (1995) Emotions as a feeling and its distinctive thought, psychological and biological states and ranges of propensities to act. So regulation of emotion is very important process for the development of mood disorders. Emotion regulation is the ability to modify the experience and expressions of emotions (Gross & Thompson 2007). In a classroom situation positive emotions, feedback and rewards facilitate better learning. Using emotion regulation strategies to enhance positive emotion is an effective approach in educational settings. Current theories gave not much importance to mentalisation or Theory of mind. The present research based on the theory of Metalized Affectivity. This theory integrate researches on emotion regulation and various prior theories of emotion regulation ‘.Emotion regulation a wide ranging term that describes explicit and implicit process that involves monitoring, evaluating, altering and modulating emotions.’

### **THEORETICAL ASPECTS**

In modern technological world Emotion regulation is one of the important area in educational field .There are several theories to understand the regulatory process of emotion. All these theories gave importance to specific aspects of emotion regulation. Current theories gave not much importance to mentalisation or Theory of mind. The present research based on the theory of Metalized Affectivity. This theory integrate researches on emotion regulation and various prior theories of emotion regulation ‘.Emotion regulation a wide ranging term that describes explicit and implicit process that involves monitoring, evaluating, altering and modulating emotions.’

Jurist proposed an innovative theoretical aspects on emotion regulation, which put forward theory of mind or mentalisation as a central idea of it. Regulatory process of emotion takes an account in mentalisation .This theory focus on affectively regulating or modulating an emotion relies on Theory of Mind. Through mentalisation, individuals can manage, alter or change the emotions of their own. Mentalisation referred as the ability to reflect on once thought and feelings. All these feelings and thoughts were mentalised. All the childhood experiences, current experiences or a particular context

In which people involved were included in the mentalisation process. Self-awareness about one's own thoughts and feelings, past experiences all these together help to understand the emotions and to know how to regulate emotions in the future.

There are three aspects for mentalised affectivity. Identifying, Processing and Expressing. Identifying is the basic level or lower level of emotion regulation. A person identifies his own emotions on the basis of one's own personal history. eg. Why I am angry with others. Processing is the second aspect of emotion regulation in mentalised affectivity theory. Processing is the modulation or regulation of emotions. Duration and intensity of it is different in different persons. Processing is followed by expressing, which is the third aspect of emotion regulation. Expressing is the process of expressing one's thoughts and feelings both externally and inwardly. "These three elements are tied to a person's sense of agency with emotions, with identifying, there is the dawning of a sense of agency with the expressing the result or manifestations of agency." The chart begins with biological bases (genetics and dispositional traits) at the top, following biological bases is childhood development, specifically within childhood development is attachment formation, the development of theory of mind and mentalisation." (17)

And the development of cognitive and affective schemas. (18) After the previous experience are the three delineated aspects of mentalised affectivity, interpersonal interaction with others and the environment. People get feedback from others and experiences from new situations.

Studies related to emotion regulation

Simon, Sebastian and Hages (2017) conducted a study in the area of mindfulness and emotion regulation. They discussed the interplay of top-down and bottom-up emotion regulation with different models of mindfulness. They distinguished different strategies of emotion regulation and proposed a mindful emotion regulation strategy in psychotherapy.

Ewa and Malgorzata (2018) conducted a study based on cognitive emotion regulation strategies and its relationship with anxiety and depression. The study aimed to identify different emotion regulation strategies and their use in depression and anxiety disorders. Anxiety, depression and cognitive emotion regulation questionnaire were taken as tools for collection of data. 1632 participants were chosen and regression analysis was conducted. They also revealed that reactive arousal anxiety was not related to any type of cognitive emotion regulation strategies. There existed a relationship between depression, self-blame and refocus on planning based on sex but a small effect was presented.

Anne and Edouard (2018) did a study in emotion regulation in adolescents. They discussed age differences in emotion regulation and emotion specific patterns of emotion regulation. They examined emotion specific patterns and their role in effectiveness of reappraisal and distraction strategies at 14 years old adolescents. The result of the study presented that emotional content modulated the effectiveness of reappraisal, but distraction was not considered. In the experimental set up 2, they examined effectiveness of reappraisal and distraction in the 12 years adolescents. Emotion regulation strategies were equal for both age group.

Galendam, and Derya (2021) conducted a study in the area of emotion regulation in Covid 19 situation. In Covid 19 pandemic period, authors stressed on anxiety symptoms among adolescents and also with their parents. They also studied parental cyberchondriasis and emotion regulation in adolescents on symptoms of anxiety disorder. 155 adolescents and their parents were taken as a sample for the study. Findings of the study revealed that parental cyberchondriasis and anxiety were showed variance in adolescence anxiety. Two dimensions of cyberchondriasis such as compulsion and distress together with anxiety predicted anxiety in parents in Covid 19 period.

### **Preparation of Emotion regulation scale**

Emotion regulation scale was prepared based on the theory of mentalized affectivity. Statements were prepared based on three theoretical dimensions such as Identifying, Processing and Expressing. Positive and negative statements were included in each components. 9 statements for identifying, 23 statements for processing and 23 statements for expressing. 55 items were prepared.

### **Participants and procedure**

Data collected by using emotion regulation scale. Secondary school students were the population of the study. 370 samples were collected from three districts of Kerala. Data collected from Govt. schools of Calicut, Kannur and Malappuram districts.

### **Item analysis**

A pilot study was conducted for tool standardization, respondents emotion regulation vary from 0 to 275 score. Responses ranging from 0 to 5 for positive statements and vice versa for negative statements. The responses were arranged in ascending order, high and low groups were selected from top and bottom subjects. Likerts method was used for item analysis. t

value of the sample were depicted as follows. Final emotion regulation scale consisted of 49 items .7 items were discarded from the draft tool.

**Item analysis of Emotion regulation scale**

	group	N	Mean	Std. Deviation	t value
ITEM 01	Upper	100	4.4700	.78438	2.095
	Lower	100	4.1700	1.19810	
ITEM 02	Upper	100	3.9100	1.15553	4.696
	Lower	100	3.0700	1.36519	
ITEM 03	Upper	100	3.4100	1.45015	1.681
	Lower	100	3.7500	1.40974	
ITEM 04	Upper	100	3.0700	1.65910	1.030
	Lower	100	2.8400	1.49558	
ITEM 05	Upper	100	3.6000	1.37069	5.879
	Lower	100	2.4500	1.39534	
ITEM 06	Upper	100	1.6300	1.05078	2.581
	Lower	100	2.1000	1.48732	
ITEM 07	Upper	100	2.7300	1.65667	3.908
	Lower	100	1.9100	1.28782	
ITEM 08	Upper	100	1.5500	1.10440	2.969
	Lower	100	2.1000	1.48732	
ITEM 09	Upper	100	4.8900	.34510	13.595
	Lower	100	2.5700	1.67124	
ITEM 10	Upper	100	4.5000	.93744	10.773
	Lower	100	2.5900	1.50484	
ITEM 11	Upper	100	3.9300	1.22479	6.735
	Lower	100	2.7600	1.23190	
ITEM 12	Upper	100	3.7300	1.36222	2.158
	Lower	100	3.3200	1.32482	
ITEM 13	Upper	100	1.4200	.90095	3.122
	Lower	100	1.8800	1.16584	
ITEM 14	Upper	100	4.4400	1.05715	3.560
	Lower	100	3.8100	1.41917	
ITEM 15	Upper	100	4.8000	.44947	5.777
	Lower	100	3.9300	1.43727	
ITEM 16	Upper	100	3.9600	1.37745	6.436
	Lower	100	2.6800	1.43464	
ITEM 17	Upper	100	4.5500	.93609	4.240
	Lower	100	3.8200	1.44516	
ITEM 18	Upper	100	3.9300	1.19979	3.064
	Lower	100	3.3200	1.58834	
ITEM 19	Upper	100	4.6300	.83672	5.670
	Lower	100	3.7000	1.41064	
ITEM 20	Upper	100	4.5700	1.07548	5.670

	Lower	100	3.4400	1.67766	
ITEM 21	Upper	100	4.6800	.56640	5.437
	Lower	100	3.8800	1.35795	
ITEM 22	Upper	100	4.7600	.83024	17.478
	Lower	100	1.9600	1.37010	
ITEM 23	Upper	100	3.6300	1.28437	2.434
	Lower	100	3.1400	1.55063	
ITEM 24	Upper	100	4.3700	.97084	3.229
	Lower	100	3.8400	1.32360	
ITEM 25	Upper	100	4.2400	1.22367	5.104
	Lower	100	3.2200	1.58005	
ITEM 26	Upper	100	4.6800	.73691	5.359
	Lower	100	3.8400	1.38331	
ITEM 27	Upper	100	2.0300	1.32920	2.868
	Lower	100	2.6000	1.47710	
ITEM 28	Upper	100	3.1600	1.33878	5.634
	Lower	100	2.1500	1.19236	
ITEM 29	Upper	100	4.1000	1.14150	8.762
	Lower	100	2.5400	1.36641	
ITEM 30	Upper	100	4.2700	1.10878	8.395
	Lower	100	2.6600	1.56489	
ITEM 31	Upper	100	2.4500	1.65983	.463
	Lower	100	2.3500	1.38078	
ITEM 32	Upper	100	4.3900	1.08148	5.972
	Lower	100	3.3300	1.40745	
ITEM 33	Upper	100	4.6100	.82749	7.912
	Lower	100	3.2500	1.50672	
ITEM 34	Upper	100	4.3400	1.07516	5.190
	Lower	100	3.3700	1.52855	
ITEM 35	Upper	100	3.1400	1.44963	2.834
	Lower	100	2.5600	1.44474	
ITEM 36	Upper	100	2.2700	1.39881	.652
	Lower	100	2.1400	1.42148	
ITEM 37	Upper	100	4.5800	1.03651	9.314
	Lower	100	2.7000	1.73205	
ITEM 38	Upper	100	4.2400	1.20705	3.426
	Lower	100	3.5900	1.46401	
ITEM 39	Upper	100	3.7900	1.49946	5.927
	Lower	100	2.5500	1.45904	
ITEM 40	Upper	100	1.7700	1.17082	.707
	Lower	100	1.8900	1.23005	
ITEM 41	Upper	100	4.3300	1.20651	10.126
	Lower	100	2.3300	1.56383	
ITEM 42	Upper	100	4.2300	.93046	3.031
	Lower	100	3.7000	1.48051	
ITEM 43	Upper	100	4.4700	.95827	6.668
	Lower	100	3.2100	1.62863	
ITEM 44	Upper	100	4.1800	.99879	7.799
	Lower	100	2.7200	1.58325	
ITEM 45	Upper	100	4.3500	1.20080	9.866
	Lower	100	2.4000	1.56992	

ITEM 46	Upper	100	1.5800	1.02671	1.95
	Lower	100	1.9200	1.40475	
ITEM 47	Upper	100	4.7600	.69805	4.799
	Lower	100	4.0000	1.42134	
ITEM 48	Upper	100	4.0800	1.30019	8.840
	Lower	100	2.2900	1.55242	
ITEM 49	Upper	100	3.9600	1.30206	6.500
	Lower	100	2.6700	1.49784	
ITEM 50	Upper	100	4.4100	.98571	4.036
	Lower	100	3.6800	1.51677	
ITEM 51	Upper	100	4.7400	.79924	6.906
	Lower	100	3.4600	1.67223	
ITEM 52	Upper	100	4.5400	.75772	5.258
	Lower	100	3.6600	1.49220	
ITEM 53	Upper	100	3.3500	1.64148	2.774
	Lower	100	2.7300	1.51661	
ITEM 54	Upper	100	3.3900	1.42768	2.031
	Lower	100	2.9500	1.62912	
ITEM 55	Upper	100	2.3400	1.60944	.968
	Lower	100	2.1300	1.45404	

### **Cronbachs alpha - .772**

#### **Validity of the Emotion regulation scale**

Validity defined as degree to which all the accumulated supports the intended interpretation of test scores for the proposed purpose. Draft tool was submitted to experts in the field of education .Necessary changes were made in draft tool. Through this face validity was ensured. Content and construct validity were ensured by using theoretical dimensions.

#### **Reliability of the Emotion regulation scale**

Second essential characteristics of the data refers consistency of the research tool. Reliability of the tool was established by correlating test scores with themselves. Test retest reliability was established by using Cronbach alpha.772

#### **Implication of Emotion regulation**

The newly developed Emotion regulation scale can be very useful for educational researchers and in clinical psychology. By using this scale, a person can identify what type of emotions he have and what kind of problems related to emotions .Studies revealed that high identifying components and low processing components were the risk of emotional problems in children. So theoretical background of emotion was very helpful in educational psychology.

Emotion regulation plays a major role in adolescent ability to handle every day stressors and the way in which they response to these stressors can result in the development of depression, anxiety or anger management problems.

- Development of adequate regulation of emotion is important in the development of social competence and psychopathology. The ability to appropriately express, manage, identify and responds to emotion is necessary for social competence.
- The person who skilled in emotion regulation are more socially desirable, better handling conflicts and have better interpersonal skills.
- Lack of emotion regulation skill affects a child's ability to be social and result in developing psychological disorders.
- Knowledge about how student regulate emotions according to their developmental stage and background can help educator's better scaffold and manage their class room to enhance learning.
- Educators and care givers can regulate negative emotions in the children.
- Teacher can help adolescent students from bad effect of their peer through regulating their emotions.

### **Conclusion**

Positive emotions can enhance learning .It is also necessary for mental health. Emotion regulation affects social relationship. A person must be able to appropriately express his or her emotions, monitor and respond to emotions when interacting with others. Poor emotion regulation has negative effect on learning outcomes and social relationship, which may result in depression, anxiety and externalizing ie, conduct disorders, and social problems. This paper discussed about Metalized affectivity theory of emotion regulation and development and standardizations of emotion regulation scale..By using this emotion regulation scale teachers can identify what kind of problems in their children related to emotions. Using positive emotion regulation strategies to enhance positive emotions in children. For adolescent student, identifying, processing and expressing emotions in a positive way are important for social life.

### **Items in draft tool**

- 1.I can adjust my mental state according to the situation
- 2.In cases where I feel uncomfortable, I do not try to control my behavior
3. Problems associated with my studies also hurt my mind.
4. I don't feel intimidated during exams.
5. During exams, even small things disturbs my mind.
6. If I make a mistake, I do not attempt to correct myself.



7. I tend to think and regret about problems with my friends.
8. I do not accept any advice from parents and teachers
9. I am often interested in engaging in bad relations with classmates.
10. I do not try to understand the pros and cons of any activity before engaging in it.
11. Overuse of social media affects my emotional state.
12. I do not believe that every problem faced during school life must be addressed.
13. I understand that I am completely responsible for any failure in my life.
14. When I take a leave of absence due to any illness, I do not try to figure out the missing lessons.
15. I try to appreciate my friends that help me during my problems
16. I do not feel any regret when my parents disagree to excursions due to financial problems.
17. I try to overcome my difficulties to reach my goal.
18. I do not value happy experiences more than difficulties.
19. I try to reach my goal by overcoming my difficulties.
20. I do not try to be punctual even after I am scolded by the teacher for being late.
21. I tend to show excitement in anything associated with my studies.
22. I do not tend to live without a bad name in the society.
23. I think and worry about the mistakes I make in my life.
24. When a problem arises, I take other's advice as a solution.
25. I do not tell my emotional difficulties to anyone else.
26. I try to complete anything associated with my studies properly.
27. I do not plan necessary learning activities to achieve high marks in each exam.
28. I think my lack of focus is the reason for my lower marks in examinations.
29. I do not try to mindfully organize day to day activities and engage in refreshing activities.
30. I often select the courses to study according to the future job opportunities
31. I do not blame my teachers for my lower marks in examinations.
32. My parents' lack of attention affects my studies.
33. I am backward in my studies because of the problematic atmosphere in my home.
34. My family's financial crisis affects my studies.
35. I don't believe that lack of teachers' encouragement and support affects my life.
36. I feel sad sometimes when my friends isolate me.

37. I do not try to stay away from various bad activities that my friends engage in.
38. I respond whenever I get scolded by my parents.
39. I cannot control the distracting thoughts that come to my minds while studying.
40. I am able to solve problems between my friends and take good decisions
41. I do not have any idea about the social and emotional problems caused by drugs and drug abuse.
42. I try to pay attention to things happening in the society.
43. I do not try to learn the matters related to road safety and to pass it to others
44. I participate in activities associated with feminism, social security and charitable activities.
45. I do not sense that everything in life has both good and bad sides.
46. I try to gain knowledge from every experience and move forward.
47. I think that both joy and sorrows are parts of life.
48. I do not respond when my mother scold me due to my misbehavior.
49. Even smaller sorrows distract me from my studies.
50. I set my mind to overcome any accidents and disasters ahead
50. I set my mind to overcome any accidents and disasters ahead.
51. I do not feel empathy and kindness towards the sick.
52. I try and help people affected by natural calamities
- . 53. I do not feel tensed when out of textbook questions comes in examinations.
54. I respond when I see someone cheating in exams.
55. I do not feel sad when the teacher punishes my friend for not doing the homework

Items in Emotion Regulation scale

1. I can adjust my mental state according to the situation
2. In cases where I feel uncomfortable, I do not try to control my behavior
3. During exams, even small things disturbs my mind.
4. If I make a mistake, I do not attempt to correct myself.
5. I tend to think and regret about problems with my friends.
6. I do not accept any advice from parents and teachers
7. I am often interested in engaging in bad relations with classmates.
8. I do not try to understand the pros and cons of any activity before engaging in it.
9. Overuse of social media affects my emotional state.

10. I understand that I am completely responsible for any failure in my life.
11. When I take a leave of absence due to any illness, I do not try to figure out the missing lessons.
12. I try to appreciate my friends that help me during my problems
13. I do not feel any regret when my parents disagree to excursions due to financial problems.
14. I try to overcome my difficulties to reach my goal.
15. I do not value happy experiences more than difficulties.
16. I try to reach my goal by overcoming my difficulties.
17. I do not try to be punctual even after I am scolded by the teacher for being late.
18. I tend to show excitement in anything associated with my studies.
19. I do not tend to live without a bad name in the society.
20. I think and worry about the mistakes I make in my life.
21. When a problem arises, I take other's advice as a solution.
22. I do not tell my emotional difficulties to anyone else.
23. I try to complete anything associated with my studies properly.
24. I do not plan necessary learning activities to achieve high marks in each exam.
25. I think my lack of focus is the reason for my lower marks in examinations.
26. I do not try to mindfully organize day to day activities and engage in refreshing activities.
27. I often select the courses to study according to the future job opportunities
28. My parents' lack of attention affects my studies.
29. I am backward in my studies because of the problematic atmosphere in my home.
30. My family's financial crisis affects my studies.
31. I don't believe that lack of teachers' encouragement and support affects my life.
32. I do not try to stay away from various bad activities that my friends engage in.
33. I respond whenever I get scolded by my parents.
34. I cannot control the distracting thoughts that come to my minds while studying.
35. I do not have any idea about the social and emotional problems caused by drugs and drug abuse.
36. I try to pay attention to things happening in the society.
37. I do not try to learn the matters related to road safety and to pass it to others

38. I participate in activities associated with feminism, social security and charitable activities.
39. I do not sense that everything in life has both good and bad sides.
40. I think that both joy and sorrows are parts of life.
41. I do not respond when my mother scold me due to my misbehavior.
42. Even smaller sorrows distract me from my studies.
43. I set my mind to overcome any accidents and disasters ahead
44. I set my mind to overcome any accidents and disasters ahead.
45. I do not feel empathy and kindness towards the sick.
46. I try and help people affected by natural calamities
47. I do not feel tensed when out of textbook questions comes in examinations.
48. I respond when I see someone cheating in exams.
49. I understand that I am completely responsible for any failure in my life.

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