
THE ROLE OF CHILDHOOD POSITIVE MEMORIES, MINDFULNESS, AND HOPE, IN EMOTIONAL STATES IN ADOLESCENCE

M. Cunha¹, A.R. Fernandes¹, M. Couto¹, A. Galhardo¹, H. Espírito-Santo¹

¹Psychology, Miguel Torga Superior Institute, Coimbra, Portugal

Introduction: Previous studies concerning early experiences in childhood show that these play a crucial role in the individuals' development and may lead to a decrease in the vulnerability to show psychological problems. Mindfulness skills and feelings of hope seem to function as mechanisms that promote adjustment and psychological well-being.

Objectives: The aim of this study was to explore the relationship between early positive emotional memories, hope, and mindfulness skills, as well as their role in the psychological well-being.

Method: A sample of 402 adolescents with ages ranging from 12 to 18 years old completed four self-report instruments: the Early Memories of Warmth and Safeness Scale, the Children and Adolescent Mindfulness Measure, the Children Hope Scale and the Positive and Negative Affect Schedule.

Results: Girls exhibited more negative affect when compared to boys. Age and years of education were not correlated with any of the study variables. Students with no school disapprovals showed more positive emotional memories and more hope. Mindfulness skills, hope, warmth and safety memories, and positive and negative affect were significantly correlated in an expected way. The set of variables that better predicted positive affect was: hope, early warmth and safety memories, and mindfulness skills. For negative affect, mindfulness was the best predictor followed by hope and lastly by positive emotional memories.

Conclusions: The current study heightened the role of positive emotional memories, mindfulness, and hope in affective states, suggesting that they may be addressed in intervention programs for the adjustment or the psychological well-being of the adolescents.