Supplementary Table 1.
Coded Effect Size Direction by Negative Affectivity Outcome.

Negative Affectivity Outcome	Positive Effect Direction	*k*	Study
Affect Scale Negative	–	1	(Arch & Craske, 2006)
Aggression (Computerized Task)	–	1	(Heppner et al., 2008)
Anger	–	1	(Ortner & Zelazo, 2014)
Anger Rumination Scale	–	1	(Long & Christian, 2015)
Attitude Towards Negative Experiences Scale – Negative Attitudes Towards Negative Experiences	–	1	(Singer & Dobson, 2007)
Average Post Event Processing Degree	–	1	(Shikatani, Antony, Kuo, & Cassin, 2014)
Average Post Event Processing Distress	–	1	(Shikatani et al., 2014)
BDI-II	–	1	(Luethcke et al., 2011)
Body Image Avoidance Questionnaire	–	1	(Luethcke et al., 2011)
Brief Core Schema Scale (BCSS) – Negative Other	–	1	(Ellett, Freeman, & Garety, 2008)
Brief Core Schema Scale (BCSS) – Negative Self	–	1	(Ellett et al., 2008)
Brief Fear of Negative Evaluation Scale	–	1	(Ellett et al., 2008)
Brief Mood Inspection Scale	–	1	(Alberts & Thewissen, 2011)
Center for Epidemiologic Studies Depression Scale	–	1	(Zeidan, Johnson, Diamond, David, & Goolkasian, 2010a[1])
DASS-21	–	3	(Nosen & Woody, 2013[2]; Rogojanski, Vettese, & Antony, 2010)
DES – Anger	–	1	(Reynolds, Lin, Zhou, & Consedine, 2015)
DES - Contempt	–	1	(Reynolds et al., 2015)
DES - Disgust	–	1	(Reynolds et al., 2015)
DES - Fear	–	1	(Reynolds et al., 2015)
DES – Guilt	–	1	(Reynolds et al., 2015)
DES - Sad	–	1	(Reynolds et al., 2015)
DES - Shame	–	1	(Reynolds et al., 2015)
Difficulties in Emotion Regulation Scale	–	1	(Watford & Stafford, 2015)
DERS – Aware	–	1	(Erisman & Roemer, 2010)
DERS – Clarity	–	1	(Erisman & Roemer, 2010)
DERS - State	–	2	(Erisman & Roemer, 2010; Watford & Stafford, 2015)
Distress Tolerance (Paced Auditory Serial Addition Task – Computerized Version)	+	1	(Sauer & Baer, 2012)

[1]No data reported; an F statistic of 0.01 was assumed, which coded for no effect in our database.

[2]No data reported; an F statistic of 0.01 was assumed, which coded for no effect in our database.

DDSQ – Thinking Content	–	1	(Banks et al., 2015)
DDSQ – Thinking Style - Concentration	–	1	(Banks et al., 2015)
DDSQ – Thinking Style – Control and Confidence	–	1	(Banks et al., 2015)
DDSQ – Thinking Style – Self-Esteem	–	1	(Banks et al., 2015)
DDSQ – Thinking Style – Self-Focused	–	1	(Banks et al., 2015)
Dysfunctional Attitudes Scale	–	1	(Kuehner, Huffziger, & Liebsch, 2009)
EDE-Q Shape and Weight Concern Subscale	–	1	(Luethcke et al., 2011)
Emotional Exhaustion (Maslach Burnout Inventory)	–	1	(Hülsheger, Alberts, Feinholdt, & Lang, 2013)
Future Events Scale – Pessimism	–	1	(Kiken & Shook, 2011)
Goldberg Scale for Neuroticism	–	1	(Zabelina, 2011[3])
Impact of Events Scale	–	1	(Ramos Díaz, Jiménez Jiménez, & Lopes, 2014)
Intrusive Thoughts	–	1	(Wells & Roussis, 2014)
Irritability	–	1	(Marchiori & Papies, 2014)
Linguistic Inquiry and Word Count – Anger	–	1	(Ortner & Zelazo, 2014)
Linguistic Inquiry and Word Count – Negative Emotion	–	1	(Ortner & Zelazo, 2014)
MPSS – Depression	–	1	(Cropley et al., 2007[4])
MPSS – Irritability	–	2	(Cropley et al., 2007; Ussher et al., 2009)
MPSS – Stress	–	2	(Cropley et al., 2007; Ussher et al., 2009)
MPSS – Tension	–	2	(Cropley et al., 2007; Ussher et al., 2009)
Negative Affect (Affect Circumplex)	–	1	(Murphy & MacKillop, 2014)
Negative Memory Recall	–	1	(Alberts & Thewissen, 2011)
Negative Thoughts	–	1	(Broderick, 2005)
Pain Distress	–	1	(Liu, Wang, Chang, Chen, & Si, 2013)
Pain Experience Questionnaire: Affective Pain	–	1	(Prins, Decuypere, & Van Damme, 2014)
Pain Experience Questionnaire: General Anxiety	–	1	(Prins et al., 2014)
PANAS – NA (State Version)	–	28[5]	(Adams et al., 2013; Ainsworth et al., 2015; Arch & Craske, 2006; Atkinson & Wade, 2012; Banks, Welhaf, & Srour, 2015; Bowen & Marlatt, 2009; Broderick, 2005; Cassin & Rector, 2011; Creswell, Pacilio, Lindsay, & Brown, 2014; Erisman & Roemer, 2010; Hong, Lishner, & Han, 2012; Huffziger & Kuehner, 2009; Kiken & Shook, 2011; Kuehner et al., 2009; Laurent, Laurent, Nelson, Wright, & Sanchez, 2014; McClintock & Anderson, 2013; Ramos Díaz et al., 2014; Ramsey & Jones, 2015; Rogojanski et al., 2010; Shikatani et al., 2014; Verplanken & Fisher, 2013; Villa &

[3]No data reported; an F statistic of 0.01 was assumed, which coded for no effect in our database.

[4]No data reported for this study for any MPSS measures; an F statistic of 0.01 was assumed, which coded for no effect in our database.

			Hilt, 2014; Vinci et al., 2014; Watford & Stafford, 2015; Yusainy & Lawrence, 2015)
PANAS – NA (Trait Version)	–	1	(Ortner & Zelazo, 2014)
PANAS-X – Anger	–	1	(Sauer & Baer, 2012)
Patient Health Questionnaire for Depression and Anxiety (PHQ-4)	–	1	(Cavanagh et al., 2013)
Patient Health Questionnaire (PHQ-15)	–	1	(Mirams, Poliakoff, Brown, & Lloyd, 2013)
Perceived Stress Scale	–	1	(Cavanagh et al., 2013)
Post Event Processing – Degree	–	1	(Shikatani et al., 2014)
Post Event Processing – Distress	–	1	(Shikatani et al., 2014)
POMS	–	3	(Johnson, Gur, David, & Currier, 2013; Zeidan, Johnson, Diamond, et al., 2010a; Zeidan, Johnson, Gordon, et al., 2010b)
POMS – Anger	–	3	(Johnson et al., 2013; Zeidan, Johnson, Diamond, et al., 2010a; Zeidan, Johnson, Gordon, et al., 2010b)
POMS – Depression	–	3	(Johnson et al., 2013; Zeidan, Johnson, Diamond, et al., 2010a; Zeidan, Johnson, Gordon, et al., 2010b)
POMS – Tension	–	3	(Johnson et al., 2013; Zeidan, Johnson, Diamond, et al., 2010a; Zeidan, Johnson, Gordon, et al., 2010b)
Psychological Detachment	+	1	(Hülsheger, Feinholdt, & Nübold, 2015)
Questionnaire of Smoking Urges – Negative Affect	–	1	(Adams et al., 2013)
Repetitive Thoughts Questionnaire – Negative Affect	–	1	(Johnson et al., 2013)
Self-Beliefs Related to Social Anxiety Scale	–	1	(Shikatani et al., 2014)
Self-Rating Anxiety Scale	–	1	(Chen, Yang, Wang, & Zhang, 2013)
Self-Rating Depression Scale	–	1	(Chen et al., 2013)
Short Mood and Feelings Questionnaire	–	1	(Liehr & Diaz, 2010)
STAI – State	–	12	(Ainsworth et al., 2015; Ainsworth et al., 2013; Bonamo, Legerski, & Thomas, 2014; Cruess et al., 2015; Droit-Volet, Fanget, & Dambrun, 2015; Hooper, Davies, Davies, & McHugh, 2011; Johnson et al., 2013; Lee & Orsillo, 2014; Mirams, Poliakoff, Brown, & Lloyd, 2013; McClintock & Anderson, 2013; Zeidan, Johnson, Diamond, et al., 2010a; Zeidan, Johnson, Gordon, et al., 2010b)
STAI – Trait	–	1	(Ainsworth et al., 2013)
State Adult Attachment Measure – Anxiety	–	1	(Pepping et al., 2015)
State Adult Attachment Measure – Avoidance	–	1	(Pepping et al., 2015)
State Adult Attachment Measure – Security	–	1	(Pepping et al., 2015)
State Anxiety Inventory for Children	–	1	(Liehr & Diaz, 2010)

[5] 3 studies used modified versions of the PANAS, such as the "International PANAS Short Form" and the "Short PANAS": Arch & Craske, 2006; Ramsey & Jones, 2015; and Villa & Hilt, 2014.

State Rumination	–	2	(Hilt & Pollak, 2012; Villa & Hilt, 2014)
State Social Paranoia Scale	–	1	(Ellett et al., 2008[6])
Stress Arousal Adjective Checklist	–	1	(Ramsey & Jones, 2015[7])
Subjective Units of Distress – Anxiety	–	1	(Ellett et al., 2008)
Subjective Units of Distress – Paranoia	–	1	(Ellett et al., 2008)
Susceptibility of Embarrassment Scale	–	1	(Reynolds et al., 2015)
Urge Distress	–	1	(Murphy & MacKillop, 2014)
VAS – Affect	–	1	(Adams et al., 2013)
VAS – Anxiety	–	3	(Ainsworth et al., 2015; Shikatani et al., 2014; Wahl et al., 2012)
VAS – Body Dissatisfaction		1	(Adams et al., 2013)
VAS – Distress	–	1	(Cassin & Rector, 2011)
VAS – Negative Mood	–	1	(Singer & Dobson, 2007)
VAS – Sadness	–	3	(Keng, Robins, Smoski, Dagenbach, & Leary, 2013; Sanders & Lam, 2010)
VAS – Stress	–	2	(Banks et al., 2015; Creswell et al., 2014)
VAS – Urge to Neutralize	–	1	(Wahl et al., 2012)
Weight- and Body-Related Shame and Guilt Scale – Dutch Version	–	1	(Marchiori & Papies, 2014)

Note. *k*=number of studies; BDI = Beck Depression Inventory; DASS = Depression Anxiety Stress Scale; DDSQ = Dundee Stress State Questionnaire; DES = Differential Emotions Scale; DERS = Difficulties in Emotion Regulation; MPSS = Mood and Physical Symptoms Scale; PANAS-NA = Positive and Negative Affect Scale – Negative Affect Subscale; POMS = Profile of Mood States; STAI = State-Trait Anxiety Inventory; VAS = Visual Analogue Scale

[6]No data reported; an F statistic of 0.01 was assumed, which coded for no effect in our database.

[7]No data reported; an F statistic of 0.01 was assumed, which coded for no effect in our database.

Supplementary Table 2.
Description of Randomized Controlled Trials Included in the Meta-Analysis.

Author	Study Aims	*N*	Participant Population	Mindfulness Intervention Description	Control Group Description	Negative Affectivity Outcome	Effect Estimates (Hedges' *g*, 95% CI)
Adams et al., 2013	To test whether mindfulness decreases the influence of body dissatisfaction on negative affect and smoking outcomes	64	Non-clinical female college student smokers	10-min audio-recorded focused breathing induction followed by 10 min of applying mindfulness while trying on bathing suit (INT 1a) or looking at purse (INT 1b)	No training- trying on bathing suit in silence (CT 1a) or looking at purse in silence (CT 1b)	PANAS-NA State; Questionnaire of Smoking Urges - Negative Affect; VAS - Affect, Body Dissatisfaction	0.141 [-0.35, 0.63]
Ainsworth et al., 2013	To compare the effects of 2 types of mindfulness meditation - Focused Attention (FA) and Open-Monitoring (OM) - on alerting, orienting, and executive attention network function	73	Non-clinical college students	INT 1: 3 1-hour group training sessions of guided FA practice and daily at-home 10-min FA practice over 8 days INT 2: 3 1-hour group training sessions of guided OM practice and daily at-home 10-min OM practice over 8 days	Active but not well-matched - 10 min of relaxation at the follow-up session	STAI - State, Trait	0.021 [-0.46, 0.50]
Ainsworth et al., 2015	To compare the effects of 2 types of mindfulness meditation (FA and OM) on subjective, autonomic and neuropsychological outcomes	32	Non-clinical community adults	INT 1:10-min audio-recorded FA induction INT 2: 10-min audio-recorded OM induction	Active - 10 min of relaxation	PANAS-NA State; STAI - State; VAS - Anxiety	0.905 [0.14, 1.67]
Alberts & Thewissen, 2011	To test the effects of mindfulness on memory for emotional stimuli	37	Non-clinical college students	15-min audio-recorded focused breathing induction	No training	Brief Mood Inspection Scale, Negative Memory Recall	.253 [-0.39, 0.89]
Arch & Craske, 2006	To test whether mindfulness decreases the intensity and negativity of affectively valenced stimuli and increases	60	Non-clinical college students	15-min audio-recorded focused breathing induction	CN 1: Active -15 min of instructed mind-wandering CN 2: Active – 15 min worry	Affect Scale Negative; PANAS-NA State	0.366 [-0.16, 0.90]

	willingness to remain in contact with aversive stimuli				induction		
Atkinson & Wade, 2012	To test whether mindfulness decreases body dissatisfaction and negative affect	79	Non-clinical college students	10-min video composed of three parts: an educational component, a 3-min guided experiential exercise encouraging acceptance and awareness, and instructions for using the technique in response to media pressures regarding body image INT 1a: + engagement INT 1b: + non-engagement	No training	PANAS-NA State	1.374 [0.84, 1.91]
Banks et al., 2015	To test the effects of mindfulness on working memory and mind wandering	62	Non-clinical college students	2 15-min audio-recorded focused breathing inductions pre/post 7 days of at-home practice (15 min/day at least 4 times/week)	Active - 15-min audio-recorded relaxation training sessions (progressive muscle relaxation and body scan exercise) pre/post 7 days of at-home training (15 min/day at least 4 times/week)	Dundee Stress State Questionnaire – Thinking Content, TS (Thinking Style) concentration, TS control/ confidence, TS self-focused; PANAS-NA State; VAS - Stress	-0.147 [-0.64, 0.35]
Bonamo et al., 2014	To test the effects of mindfulness on encoding and long-term recall	167	Non-clinical female college students	INT 1: 45-min audio-recorded body scan INT 2: 20-min audio-recorded body scan	No training	STAI - State	-0.307 [-0.65, 0.04]
Bowen & Marlatt, 2009	To test the effects of mindfulness on smoking outcomes	123	Non-clinical college student smokers	11-min mindfulness induction during a smoking cue	Active- 11-min induction with usual coping strategies during a smoking cue	PANAS-NA State	0.142 [-0.21, 0.49]

Broderick, 2005	To test whether mindfulness reduces dysphoric mood	177	Non-clinical college students	8-min audio-recorded focused breathing induction	CN 1: Active – 8-min reflection on distracting statements CN 2: Active – 8-min reflection on ruminating statements	PANAS-NA State	0.343 [0.03, 0.66]
Cassin & Rector, 2011	To test whether mindfulness reduces distress associated with post-event processing (PEP)	57	Community adults diagnosed with social phobia	10-min audio-recorded focused breathing induction, followed by a 2-min practice period, then by a 5-min application of mindfulness to a PEP induction	CN 1: No training CN 2: Active - 10-min distraction training followed by a 5-min application of distraction to a PEP induction	PANAS-NA State; VAS - Distress	0.537 [-0.02, 1.09]
Cavanagh et al., 2013	To test whether mindfulness increases trait mindfulness and reduces perceived stress and anxiety/depression symptoms	58	Non-clinical college students	14 days of at-home online mindfulness training: audio-recorded 10-min mindfulness exercises to be practiced at least once a day	No training	Patient Health Questionnaire for Depression and Anxiety (PHQ-4); Perceived Stress Scale	0.319 [-0.20, 0.84]
Chen et al., 2013	To test the effects of mindfulness on anxiety and depression symptoms and autonomic nervous system activity	60	Non-clinical nursing students	30-min daily sessions of mindfulness training for 7 days	No training	Self-Rating Anxiety Scale; Self-Rating Depression Scale	0.330 [-0.17, 0.83]
Creswell et al., 2014	To test whether mindfulness buffers stress reactivity	66	Non-clinical college students	3 consecutive 25-min sessions of audio-recorded mindfulness training (focused breathing) across 3 days	Active - 3 consecutive 25-min sessions of audio-recorded poetry passages and analysis prompts across 3 days	PANAS-NA State; VAS - Stress	-0.004 [-0.48, 0.47]
Cropley et al., 2007	To test the effects of mindfulness on smoking outcomes	30	Non-clinical college student smokers	10-min audio-recorded body scan	Active - 10-min audio-recorded information about natural history	MPSS - Depression, Irritability, Stress, Tension	0.036 [-0.66, 0.73]
Cruess et	To test whether	120	Non-clinical	15-20 min audio-recorded	CN 1: Active - 15-	STAI - State	0.293 [-0.09, 0.67]

al., 2015	mindfulness reduces subjective distress and buffers physiological stress reactivity		college students	mindfulness instructions	20 min of being read to by the experimenter CN 2: Active – 15-20 min of relaxation		
Droit-Volet et al., 2014	To test the effects of mindfulness on time perception	42	Non-clinical college students	20 min of audio-recorded mindfulness training: 10-min body-scan and 10-min sitting meditation	Active - 20 min of relaxation	STAI - State	0.389 [-0.21, 0.99]
Ellet et al., 2008	To test the effects of mindfulness on psychotic processes and symptoms	30	Community adults diagnosed with persecutory delusions (psychosis)	10-min audio-recorded focused breathing exercise	Active – 10 min of shopping on a busy street accompanied by research assistant	Brief Core Schema Scale - Negative Other, Negative Self, Brief Fear of Negative Evaluation Scale; State Social Paranoia Scale; Subjective Units of Distress - Anxiety, Paranoia	0.672 [-0.05, 1.40]
Erisman & Roemer, 2010	To test the effects of mindfulness on emotional responses to affectively valenced stimuli	30	Non-clinical college students with high levels of difficulties in emotional regulation	10-min audio-recorded mindfulness intervention consisting of information about mindfulness, focused breathing, and how to apply mindfulness to emotional experiences	Active - 10 min of listening to educational information	DERS - aware, clarity; DERS – state; PANAS-NA State	0.223 [-0.48, 0.93]
Heppner et al., 2008	To test the effects of mindfulness on social rejection	57	Non-clinical college students	5-min audio-recorded mindful raisin-eating task	CN 1: No training (rejection condition) CN 2: No training (acceptance condition)	Aggression (Behavioral Measure)	0.140 [-0.41, 0.69]
Hilt & Pollak,	To test the effects of mindfulness on	96	Non-clinical young students	8-min audio-recorded focused breathing	CN 1: Active - 8 min of problem-	State Rumination	0.143 [-0.28, 0.57]

2012	rumination			induction	solving CN 2: Active – 8-min audio-recorded distraction induction		
Hong et al., 2012	To test the effects of mindfulness on willingness to sample and enjoyment of food	411	Non-clinical college students	Audio-recorded mindful raisin-eating task	CN 1: Active - Audio-recorded information about food storage followed by eating raisins non-mindfully CN 2: No training	PANAS-NA State	-0.062 [-0.27, 0.14]
Hooper et al., 2011	To test whether mindfulness reduces spider fear and avoidance	60	Non-clinical college students with fear of spiders	9-min audio-recorded focused breathing induction	CN 1: Active- 9 min audio-recorded instructions to suppress thoughts CN 2: Active- 9 min of instructed mind-wandering	STAI - State	0.614 [0.07, 1.16]
Huffziger & Kuehner, 2009	To test the effects of mindfulness on sad mood	76	Clinically depressed community adults	8 min of reading and focusing on mindfulness statements (i.e., prompts to a mindful approach, often incorporating present-moment awareness)	CN 1: Active - 8 min of reflecting on distracting statements CN 2: Active – 8 min of reflecting on ruminating statements	PANAS-NA State	0.272 [-0.21, 0.75]
Hülsheger et al., 2013	To test whether mindfulness reduces emotional exhaustion and increases job satisfaction in a field setting	64	Non-clinical employed community adults	10-day self-training intervention consisting of daily guided mindfulness meditations and informal mindfulness exercises	No training	Emotional Exhaustion (Maslach Burnout Inventory)	0.179 [-0.33, 0.69]
Hülsheger et al., 2015	To test the effects of mindfulness on work recovery and sleep	128	Non-clinical employed community adults	10-day self-training intervention consisting of daily guided mindfulness meditations and informal mindfulness exercises	No training	Psychological Detachment	-0.030 [-0.38, 0.32]
Johnson et al., 2015	To test the effects of mindfulness on mood	92	Non-clinical college	25-min audio-recorded focused breathing	CN 1: Active – 25 min of listening to	POMS - Total Score, Anger,	0.054 [-0.36, 0.47]

	(depression, anxiety) and cognition (attention, working memory)		students	induction	a book on tape CN 2: Active – 25 min audio-recorded instructed unguided breathing	Depression, Tension; Repetitive Thoughts Questionnaire - Negative Affect; STAI - State	
Keng et al., 2013	To test the effects of mindfulness on sad mood and cognition	100	Predominantly community adults with non-clinical depression symptoms	10 min of instructed mindfulness training later followed by 5-min mindfulness induction while making VAS ratings every 30 seconds	CN 1: No training CN 2: Active - 10 min of reappraisal followed by 5-min reappraisal induction while making VAS ratings every 30 seconds	VAS - Sadness	1.800 [1.26, 2.34]
Kiken & Shook, 2011	To test whether mindfulness reduces negativity bias	175	Non-clinical college students	15-min audio-recorded focused breathing induction	Active -15 min of instructed mind wandering	Future Events Scale - Pessimism; PANAS-NA State	0.015 [-0.28, 0.31]
Kuehner et al., 2009	To test the effects of mindfulness on mood and dysfunctional attitudes	60	Non-clinical college students	8 min of reading and focusing on mindfulness statements (i.e., prompts to a mindful approach, often incorporating present-moment awareness)	CN 1: Active - 8 min of rumination CN 2: Active – 8 min of focusing attention on external thoughts	Dysfunctional Attitudes Scale; PANAS-NA State	0.267 [-0.27, 0.80]
Laurent et al., 2014	To test the effects of mindfulness on romantic couples' physiological responses to conflict-induced stress	204	Non-clinical college student heterosexual couples	10-min audio-recorded mindfulness intervention consisting of information about mindfulness and how to apply it to emotional experiences	CN 1: Active - 10-min audio-recorded perspective-taking exercise CN 2: Active -10 min of thinking about a stressful situation	PANAS-NA State	-0.117 [-0.41, 0.18]
Lee & Orsillo, 2014	To test the effects of mindfulness on cognitive flexibility	42	Predominantly community adults diagnosed with	20-min audio-recorded focused breathing induction later followed by a 3-min re-induction prior	CN 1: Active - 20 min of music CN 2: Active - 20 min of instructed	STAI - State	0.563 [-0.08, 1.20]

			Generalized Anxiety Disorder	to the cognitive task	mind-wandering		
Liehr & Diaz, 2010	To test the effects of mindfulness on depression and anxiety	17	Non-clinical children that are minorities	10 15-min mindfulness sessions over 14 days taught by experienced meditation instructor in school setting	Active - 10 15-min health education classes over 14 days taught by health teacher in school setting	Short Mood and Feelings Questionnaire; State Anxiety Inventory for Children	0.697 [-0.24, 1.63]
Liu et al., 2012	To test the effects of mindfulness on pain outcomes	60	Non-clinical female college students	5 min of psycho-education on mindfulness followed by 10 min of mindfulness training	CN 1: Active - 5 min psycho-education followed by 10-min distraction exercise CN 2: Active -15 min of music	Pain Distress	0.524 [-0.02, 1.07]
Long & Christian, 2015	To test the effects of mindfulness on relationship between injustice and retaliation	109	Non-clinical college students	12-min audio-recorded focused breathing induction INT 1a: + fairness INT 1b: + injustice	Active -12 min of instructed mind-wandering CT 1a: fairness CT 1b: injustice	Anger Rumination Scale	0.305 [-0.08, 0.69]
Luethcke et al., 2011	To test the effects of mindfulness on mirror exposure (ME) and eating disorder risk factors	168	Non-clinical female college students	2 sessions over 7 days: 1) Focused breathing induction prior to baseline ME task on day 1; 2) focused breathing induction before the second ME on day 7 In between the 2 sessions was homework to practice mindfulness during an everyday activity	CN 1: Active but not well-matched - instructions for ME task were specific to the cognitive dissonance strategy CN 2: Active but not well-matched - instructions for ME task were specific to the non-judgment strategy Neither CN included pre-ME practice time	BDI II; Body Image Avoidance Questionnaire; EDE-Q Shape and Weight Concern Subscale	-0.055 [-0.37, 0.26]
Marchiori & Papies, 2013	To test the effects of mindfulness on eating habits (portion size,	110	Non-clinical college students	14-min audio-recorded body scan	Active - 14 min of listening to a book on tape	Irritability; Weight- and Body-Related	0.032 [-0.34, 0.40]

	overeating when hungry)					Shame and Guilt Scale (Dutch Version)	
McClintock & Anderson, 2013	To test the effects of mindfulness on interpersonal dependency and dependency-associated distress	70	Non-clinical college students with high-trait interpersonal dependency	20 min audio-recorded focused breathing induction	Active - 20 min audio-recorded instructions to focus on specific ideas	PANAS-NA State; STAI - State	0.561 [0.09, 1.04]
Mirams et al., 2013	To test the effects of mindfulness on somatic perception	62	Non-clinical college students	2 in-lab sessions separated by 8 15-min audio-recorded body scan exercises over the course of 7 days practiced at home daily	Active - 8 15-min audio-recorded consecutive clips of a book on tape over the course of 7 days	Patient Health Questionnaire (PHQ-15); STAI - State	0 [-0.49, 0.49]
Murphy & MacKillop, 2014	To test the effects of mindfulness on alcohol cravings	84	Community adults that are clinically at-risk heavy drinkers	10-min audio-recorded body scan followed by a 45-min alcohol cue induction to which mindfulness was applied	CN 1: Active- 10-min distraction induction CN 2: Active but not well-matched - 10 min of usual coping skills Both followed by applying strategy to a 45-min alcohol cue exposure	Negative Affect (Affect Circumplex); Urge Distress	-0.252 [-0.71, 0.20]
Nosen & Woody, 2013a	To test the effects of mindfulness on smoking cravings	84	Non-clinical community adult smokers tested 1 day prior to quitting	60-90 min mindfulness psycho-education tailored to smoking cravings	CN 1: Active - 60-90 min of filler questionnaires CN 2: Active - psycho-education	DASS-21	0.023 [-0.42, 0.47]
Nosen & Woody, 2013b		88	Non-clinical community adult smokers tested 8 days prior to quitting				0.022 [-0.41, 0.45]
Ortner & Zelazo,	To test whether mindfulness reduces	52	Non-clinical college	10-min audio-recorded focused breathing	CN 1: Active- 10 min audio-recorded	Anger; Linguistic	0.005 [-0.56, 0.57]

2014	conflict-related negative affect and anger		students	induction	guided imagery exercise CN 2: No training	Inquiry and Word Count - anger, negative emotion; PANAS-NA Trait	
Pepping et al., 2015	To test the effects of mindfulness on attachment security	86	Non-clinical college students	15-min mindfulness induction read aloud to participant by experimenter; participants completed 1 of 4 types: mindfulness of breath, thoughts, emotions, or body	Active - 15 min of either reading a story about nature, reflecting on listening skills, assertion, or use of questions in a conversation (collapsed as one condition for analysis)	State Adult Attachment Measure - Anxiety, Avoidance, Security	0.014 [-0.41, 0.43]
Prins et al., 2014	To test the effects of mindfulness on pain perception	46	Non-clinical college students	10-min mindfulness induction during a pain induction	Active - 10 min of listening to stories during a pain induction	Pain Experience Questionnaire - Affective Pain, General Anxiety	-0.088 [-0.66, 0.48]
Ramos Diaz et al., 2014	To test the effects of mindfulness on coping with memory of acute stressors	76	Non-clinical female college students	10-min interview with experimenter who administered mindful instructions while participant describes feelings about acute stressor	CN 1: Active - 10 min of talking about stressful feelings with experimenter CN 2: Active – 10 min of thinking about a stressful situation	Impact of Events Scale; PANAS-NA State	-0.032 [-0.50, 0.44]
Ramsey & Jones, 2015	To test whether mindfulness reduces behavioral engagement in ostracism	100	Non-clinical college students	5 min audio-recorded mindful raisin-eating exercise	Active - 5 min of reading and typing	PANAS-NA State; Stress Arousal Adjective Checklist	0.020 [-0.37, 0.41]
Reynolds et al., 2015	To test whether mindfulness affects the relationship between disgust and avoidance	101	Predominantly non-clinical college students	10-min audio-recorded mindfulness induction consisting of information about mindfulness and	Active -10-min public service audio-recording from national radio	Differential Emotions Scale - anger, contempt,	0.050 [-0.34, 0.44]

				emotion management, a focused breathing exercise, and another mindfulness exercise		disgust, fear, guilt, sad, shame; Susceptibility of Embarrassment Scale	
Rogojanski et al., 2011	To test the effects of mindfulness on coping with smoking cravings	61	Non-clinical community adult smokers	20 min of audio-recorded mindfulness instructions during a smoking cue exposure	Active - 20 min of audio-recorded instructions to suppress thoughts during a smoking cue exposure	DASS-21; PANAS-NA State	0.638 [0.13, 1.15]
Sanders & Lam, 2010a	To test the effects of mindfulness on affect and problem solving in social settings	30	Community adults recovering from clinical depression	8-min PowerPoint presentation in which mindfulness is applied via focusing attention on each item from a list of 28 symptom-focused items related to rumination	Active - 8-min PowerPoint presentation in which participants thought about each item from a list of 28 symptom-focused items related to rumination	VAS - Sadness	-0.205 [-0.90, 0.49]
Sanders & Lam, 2010b		30	Non-clinical never-depressed community adults				0.205 [-0.49, 0.90]
Sauer & Baer, 2012	To test the effects of mindfulness on behavioral distress tolerance	40	Predominantly community adults with Borderline Personality Disorder	8 min of mindful self-focus on mindful statements	Active - 8 min of reading ruminative statements	Distress Tolerance (Behavioral Measure); PANAS-X Anger	0.99 [0.34, 1.64]

Shikatani et al., 2014	To test the effects of mindfulness on post-event processing (PEP) and recruitment of cognitive processes	56	Community adults diagnosed with social anxiety	40-min session consisting of 1) learning about the acceptance and awareness components of mindfulness and 2) an audio-recorded mindfulness induction: 3-min focused breathing exercise followed by 3 7-min mindfulness exercises about noticing thoughts and emotions about speech	CN 1: Active - 40-min of anxiety psycho-education CN 2: Active but not well-matched - 20 min spent thinking about pre-induction speech performance	Average PEP-Degree, Distress; PANAS-NA State; PEP-Degree, Distress; Self-Beliefs Related to Social Anxiety Scale; VAS - Anxiety	0.171 [-0.38, 0.72]
Singer & Dobson, 2007	To test the effects of mindfulness on depression relapse prevention	80	Clinically depressed community adults	10-min mindfulness induction with verbally read instructions encouraging present-moment awareness and acceptance of thoughts and feelings	CN 1: No training CN 2: Active- 10 min of rumination CN 3: Active -10 min of focusing on and visualizing unrelated mental images	Attitude Towards Negative Experiences Scale - Negative Attitudes Towards Negative Experiences; VAS - Negative Mood	0.616 [0.10, 1.14]
Ussher et al., 2009	To test the effects of mindfulness on smoking cravings and withdrawal symptoms	48	Non-clinical community adult smokers	2 sessions of a 10-min audio-recorded body scan (in-lab and outside-lab within same day)	CN 1: Active –2 sessions (in-lab and outside-lab within same day) of a 10-min audio-recording of natural history readings CN 2: Active – 2 sessions (in-lab and outside-lab within same day) of 10-min audio-recorded instructions for isometric exercises	Mood and Physical Symptoms Scale (MPSS) - Irritability, Stress, Tension	0.216 [-0.37, 0.80]

Verplanken & Fisher, 2014	To test whether mindfulness reduces worrying	103	Non-clinical college students	20-min audio-recorded focused breathing induction	Active - 20-min audio-recording of a travel documentary	PANAS-NA State	0.149 [-0.24, 0.53]
Villa & Hilt, 2014	To test whether mindfulness reduces rumination and negative affect	111	Non-clinical college students	8-min audio-recorded focused breathing induction	CN 1: No training CN 2: Active - 8 min of relaxation	PANAS-NA State; State Rumination	-0.020 [-0.42, 0.38]
Vinci et al., 2014	To test the effects of mindfulness on negative affect and alcohol cravings	207	College students clinically at-risk for heavy drinking	10-min audio-recorded focused breathing induction INT 1a: + negative stimuli INT 1b: + neutral stimuli	CN 1: Active - 10 min of relaxation CN 2: Active – 10 min of word puzzles	PANAS-NA State	0.002 [-0.29, 0.30]
Wahl et al., 2012	To test the effects of mindfulness on obsessive/ intrusive thoughts	30	Community adults diagnosed with Obsessive-Compulsive Disorder	6-min mindfulness induction adapted from the module 'Thoughts are not facts' used in MBCT (Segal et al. 2002) while experiencing intrusive thoughts	Active - 6-min distraction induction while experiencing intrusive thoughts	VAS - Anxiety, VAS - Urge to Neutralize	0.764 [0.04, 1.49]
Watford & Stafford, 2015	To test whether mindfulness improves emotion regulation outcomes	70	Non-clinical college students	15-min audio-guided focused breathing induction	Active - 15 min of listening to the radio	DERS - aware, clarity; DERS-state; PANAS-NA State	0.003 [-0.46, 0.47]
Wells & Roussis, 2014	To test the effects of mindfulness on intrusive thoughts and images	56	Non-clinical college students	5-min mindfulness exercise encouraging detachment, awareness, and acceptance of any intrusive images/thoughts	CN 1: Active and well-matched – 5 min of accepting intrusive thoughts CN 2: Active and well-matched – 5 min of imagining and visualizing intrusive thoughts CN 3: No training	Intrusive Thoughts	0.545 [-0.06, 1.15]
Yusainy & Lawrence, 2015	To test the effects of mindfulness on aggression	110	Non-clinical college students	15-min audio-recorded focused breathing induction	Active - 15 min of listening to educational information and playing scrabble	PANAS-NA State	-0.163 [-0.54, 0.21]
Zabelina et	To test the effects of	81	Non-clinical	10-min audio-recorded	Active - 10 min of	Goldberg Scale	0.022 [-0.41, 0.45]

al., 2011	mindfulness on trait variables (creativity, neuroticism, and mindfulness)		college students	focused breathing induction	listening to educational information	for Neuroticism	
Zeidan, Johnson, Diamond, David, & Goolkasian, 2010	To test the effects of mindfulness on mood and cognitive variables (sustained attention, verbal fluency, visual coding, and working memory)	49	Non-clinical college students	4 20-min sessions of mindfulness training (focused breathing) taught by an instructor over 4 days	Active - 4 20-min sessions of listening to a book on tape while being monitored by an experimenter over 4 days	Center for Epidemiologic Studies Depression Scale; POMS - Total Score, Anger, Depression, Tension; STAI - State	0.183 [-0.37, 0.74]
Zeidan, Johnson, Gordon, & Goolkasian, 2010	To test the effects of mindfulness on mood and cardiovascular variables	82	Non-clinical college students	3 20-min focused breathing inductions over 3 days	CN 1: Active - 3 20-min sham meditation sessions over 3 days CN 2: Active – 3 20-min sessions over 3 days of talking with other participants	POMS - Total Score, Anger, Depression, Tension; STAI - State	0.727 [0.26, 1.19]

Note. *N*=total participants; 95% CI=95% confidence interval around mean estimate; INT=Intervention; CN=Control; min=minutes; BDI = Beck Depression Inventory; CI = Confidence Interval; DASS = Depression Anxiety Stress Scale; DERS = Difficulties in Emotion Regulation; MPSS = Mood and Physical Symptoms Scale; PANAS-NA = Positive and Negative Affect Scale – Negative Affect Subscale; POMS = Profile of Mood States; STAI = State-Trait Anxiety Inventory; VAS = Visual Analogue Scale.