

**Coping by acts: Romanian Validation of the Behavioral Emotion Regulation
Questionnaire (BERQ)**

Cristian Opariuc-Dan¹

¹ Ovidius University

Constanța

Romania

Author Note

Cristian Opariuc-Dan - Faculty of Law and Administrative Sciences, Ovidius University, Constanța, Associated Professor; PhD School, Psychology and Educational Sciences, University of Bucharest, Associated Professor; PhD School, Psychology and Educational Sciences, “Al. I. Cuza” University, Iasi, Associated Professor.

Many thanks to Ms Georgiana Budai for their work and assistance in all research's stages, including data collection, data quality assurance, data screening, purification and proofreading.

The authors made the following contributions. Cristian Opariuc-Dan: Conceptualization, Data collection, Data curation, Writing - Original Draft Preparation, Writing - Review & Editing, Formal analysis, Methodology, Project administration, Resources, Validation, Visualization, Ethical procedures approvals.

Correspondence concerning this article should be addressed to Cristian Opariuc-Dan, Faculty of Law and Administrative Sciences, University Alley, No. 1, Constanța, Romania. E-mail: cristian.opariuc@365.univ-ovidius.ro

Abstract

[TO BE DONE]

Keywords: TO BE DONE

Word count: 1680 words in text body 1080 words in reference section

Coping by acts: Romanian Validation of the Behavioral Emotion Regulation Questionnaire (BERQ)

Emotions play a crucial role in our lives, by having a great impact on the way we adapt to external stressors, making us more able to cope with these problems or leaving us vulnerable to the effects of adverse life events . Therefore, when it comes to dealing with stressful situations in an adaptive way, having the resources to self-regulate our emotions is crucial (Garnefski et al., 2001).

Emotion regulation as a concept, can be defined as “the extrinsic and intrinsic processes responsible for monitoring, evaluating and modifying our emotional reactions to achieve a goal, regulating both their intensity and duration over time” (Thompson, 1994). These processes that allow us to change our emotional experience, depending on how and when is suitable to manifest certain emotions (Gross, 1998), can focus on acting on the problem, on the emotion or the meaning of the situation (Folkman & Moskowitz, 2000). These processes encompass various strategies such as, for example, asking a friend for help, thinking about pleasant things unrelated to the problem, or planning a way to change the situation and acting on the decisions you decided to make.

Numerous studies related to emotion regulation processes are based on stress and coping theories (Folkman & Lazarus, 1988), which detail that individuals usually use both cognitive (e.g. cognitive reappraisal or catastrophizing about the situation) and behavioral (e.g. suppression of expressed emotion or ignoring the stressful event) strategies to cope with demands that exceed their resources (Garnefski et al., 2001; Gross, 2015, pp. 3–20), and that these are used in a conscious and controlled manner, and with a clear purpose (Compas et al., 2017). Authors such as Garnefski et al. (2001) highlighted the importance of conducting an assessment of both cognitive and behavioral coping strategies as separate dimensions, because these coping strategies are used at different times as they represent different processes. With this in mind, they developed The Cognitive Emotion Regulation Questionnaire

(CERQ) (Garnefski et al., 2001; Garnefski & Kraaij, 2007), and subsequently, The Behavioral Emotion Regulation Questionnaire (BERQ) (Kraaij & Garnefski, 2019), to evaluate both cognitive and behavioral emotion regulation strategies separately.

The use of these cognitive and behavioral strategies can be more or less adaptive depending on the situation (Gross & Jazaieri, 2014), but in general, some of them are usually classified as adaptive, while others tend to be maladaptive. Cognitive strategies like self-blame, other blame, rumination and catastrophizing are generally considered maladaptive due to their positive association with developing and maintaining of depressive and anxiety symptoms and lower well-being (Aldao et al., 2010; Aldao & Nolen-Hoeksema, 2010; Everaert & Joormann, 2019; Garnefski et al., 2001; Garnefski & Kraaij, 2006a; Zhang et al., 2022). This relationship is consistent across regions despite differences in strategy use across countries and cultures (Potthoff et al., 2016). Strategies such as catastrophizing and self-blame are more prevalent in clinical samples, while general populations make greater use of more adaptive strategies such as positive reappraisal (Garnefski et al., 2002). In the literature, the frequent use of rumination is considered a risk factor for the development of depressive symptomatology (Everaert & Joormann, 2019; Joormann & Gotlib, 2010). Other studies report positive associations between the use of the catastrophizing and depressive and somatic symptomatology (Garnefski et al., 2004; Garnefski & Kraaij, 2006a; Zhang et al., 2022). With regard to acceptance, that is tend to be considered an adaptive strategy, some studies highlight it's ambiguity, sometimes being related to depression in elders and people with a psychiatric condition (Garnefski & Kraaij, 2006a) while others emphasize the negative association with depressive symptoms in Spanish elderly sample (Carvajal et al., 2022; Molero Jurado et al., 2021).

With regard to the behavioral emotion regulation strategies considered in the questionnaire developed by Kraaij and Garnefski (2019), the following are included: seeking distraction by doing activities that allow us to avoid the problem and the emotions it transmits; seeking social support, sharing your emotions and seeking the help of acquaintances and friends to

80 cope with stress; actively approaching, performing behaviors to actively and directly deal
81 with the situation; ignoring and behaving as if nothing had happened; and withdrawal, to
82 put distance from the stressful situation and from social contact. The first three strategies
83 are often considered adaptive, while the latter two are seen as a negative way of coping
84 (Joormann & Stanton, 2016; Kato, 2015; Kraaij & Garnefski, 2019). Recent studies had
85 reported that withdrawal has a positive relationship with the presence of depressive, anxious
86 and stress symptoms and that actively approach is negatively related to those symptoms
87 (Abdollahpour Ranjbar et al., 2021; Bhat et al., 2021; Kraaij & Garnefski, 2019; Tuna, 2021;
88 Zhao et al., 2020). Other behavioral strategies, like seeking distraction reported negative
89 relationships with anxious-depressive symptoms (Abdollahpour Ranjbar et al., 2021; Kraaij
90 & Garnefski, 2019; Zhao et al., 2020) in some studies, while in others exhibits positive
91 relationships with somatization (Tuna, 2021) or showed no significant relationship (Bhat
92 et al., 2021). Seeking social support also showed contradictory results, having a negative
93 relationship with depression and anxiety in some studies (Kraaij & Garnefski, 2019; @ Zhao
94 et al., 2020), while having a positive relationship in other populations (Abdollahpour Ranjbar
95 et al., 2021; Bhat et al., 2021).

96 Related to validity, both The Cognitive Emotional Regulation Questionnaire and The Behav-
97 ioral Emotion Regulation Questionnaire report optimal reliability indices, making it a valid
98 instrument for assessing cognitive emotion regulation strategies in both its extended 36-item
99 version (Garnefski et al., 2001; Garnefski & Kraaij, 2007) and its reduced 18-item version
100 (Garnefski & Kraaij, 2006b), and behavioral emotion regulation strategies in its 20-item
101 version (Kraaij & Garnefski, 2019). The validity of The Cognitive Emotional Regulation
102 Questionnaire has been tested in multiple countries and cultures (Potthoff et al., 2016), find-
103 ing multiple Spanish validations: an 36-item version (Domínguez-Sánchez et al., 2013), a
104 27-item and a18-item (Holgado-Tello et al., 2018) for adult population, as well as versions
105 for other populations such as children (Orgilés et al., 2019) and adolescents (Chamizo-Nieto
106 et al., 2020). Related to The Behavioral Emotion Regulation Questionnaire, recent valida-

tions in other countries also report favorable ratings in Turkish (Tuna, 2021), Chinese (Zhao et al., 2020), Indian (Bhat et al., 2021), and Iranian (Abdollahpour Ranjbar et al., 2021) populations.

The aim of the present study is to carry out a Romanian translation of the Behavioral Emotion Regulation Questionnaire (BERQ-RO) and to analyze the dimensionality of the different strategies proposed, as well as to evaluate their internal consistency and reliability. Furthermore, we will assess the relationship between the use of the different behavioral and cognitive strategies, as well as the relationship between behavioral strategies and anxious and depressive symptomatology, as well as the presence of stress and emotional dysregulation.

In this study we are supposing that: **(1)** the factor structure of the Romanian version of the questionnaire will be identical to the original version, retaining the five dimensions that encompass their corresponding strategies; **(2)** the Romanian version will have a good fit, as well as an optimal internal consistency, discriminant and convergent validity and a good test-retest reliability; **(3)** the use of adaptive behavioral strategies will be positively related to the use of adaptive cognitive strategies, and the use of maladaptive behavioral strategies will be positively related with maladaptive cognitive strategies; **(4)** the use of maladaptive behavioral strategies will be associated with the presence of depressive and anxious symptomatology, as well as greater stress and greater difficulty in emotional regulation; **(5)** the use of adaptive behavioral strategies will correlates with the appearance of less anxious-depressive symptoms as well as less stress and better competence in emotion regulation.

Method

The initial assumptions assessment was performed by a descriptive univariate analysis, data screening for outliers and missing cases analysis, to verify univariate normality, and Mardia indicator was computed to assess multivariate normality. Internal consistency was assessed using Cronbach's α . Cronbach's α above .60 were considered as adequate (Taber, 2018). In addition, for all BERQ subscales, other reliability indexes were reported: MacDonald's ω and

average variance extracted (AVE) (Dunn et al., 2014; McDonald, 1999). MacDonald's α of .60 to .70 and AVE above .50 was considered as adequate. Test-retest was calculated using intra-class correlations (ICC) to evaluate reliability and stability of the BERQ subscales scores. Cicchetti (1994) guidelines were used, with .40 to .59 defined as fair, .60 to .74 defined as good, and above .75 considered as excellent.

A confirmatory factor analysis (CFA) based on diagonally weighted least squares were used to test the factorial validity and the dimensional structure of the original instrument. A five-factor model was considered, in line with the original model approach (Garnefski et al., 2004). Model fit was explored using chi-square test (χ^2), comparative fit index (CFI), Tucker-Lewis Index (TLI), root mean square error of approximation (RMSEA), and standard root mean square residuals (SRMR). CFI and TLI values above .95 and RMSEA and SRMR, values below .08 were considered to indicate a reasonable fit (Hu & Bentler, 1999).

Concurrent and predictive validity was measured with Spearman correlations of BERQ and DASS-21. Convergent validity was explored with the analysis of correlations between BERQ, DERS and CERQ subscales.

We used R (Version 4.4.0; R Core Team, 2024) and the R-packages *papaja* (Version 0.1.2; Aust & Barth, 2023), and *tinylabels* (Version 0.2.4; Barth, 2023) for all our analyses.

Participants and procedure

The final sample that completed all the questionnaires was comprised by 537 people from the general Romanian population, aged between 13 and 74 years ($M = 31.89$, $SD = 12.66$), of whom 78.58% were women. Data was collected online through a survey and the sampling method was through voluntary response. Related to the sample's education level, 2.61% reported to have only a primary school diploma, 5.03% secondary education, 5.96% medium grade professional certificate, 13.59% baccalaureate, 13.97% superior grade professional certificate, 43.76% university degree, 10.06% master, 4.28% PhD. In regard to marital status, 46.37% were single, 27.19% in a relationship, 19.74% married, 0.74% separated, 2.98% di-

159 vorced, and 0.19% widow.

160 The translation of the original BERQ questionnaire was carried out by three qualified people,
161 two clinical psychologists and one professional translator. The translation involved three-step
162 process: first, translation from English to Romanian, second, back-translation to English,
163 and third, establish comparisons between the original version and the back-translation. After
164 these steps, the translated questionnaire was distributed to twelve experts that evaluated the
165 translation and the 5-factor structure of the questionnaire related to the items. Once this
166 procedure was done, the BERQ was distributed online to a small sample to conduct a first
167 reliability test. After checking reliability values were appropriate in this initial sample, the
168 questionnaire was distributed together with the rest of the questionnaires/scales of interest
169 for this article. People's voluntary participation was encouraged through a raffle advertised
170 on social media. For the collection of data to evaluate test-retest reliability, an interval of a
171 month was established. Participants who gave their consent were contacted again through
172 email.

173 Measures

174 **Behavioral emotion regulation strategies (BERQ).** The 20-item original version of
175 the Behavioral Emotion Regulation Questionnaire (Kraaij & Garnefski, 2019) was used. It
176 consists of five behavioral emotion regulation strategies: *seeking distraction* (e.g. "I engage
177 in other unrelated activities"), *actively approaching* (e.g. "I try to do something about it"),
178 *seeking social support* (e.g. "I look for someone to comfort me"), *withdrawal* (e.g. "I avoid
179 other people") and *ignoring* (e.g. "I move on and pretend that nothing happened"). Items
180 were measured on a 5-point Likert scale with 1 indicating almost never and 5 suggesting
181 almost always. Related to reliability, the original version reported good psychometric prop-
182 erties, with Cronbach's α indices ranging between .86 to .93.

183 **Cognitive emotion regulation strategies (CERQ).** Based in the original version of 36-
184 item (Garnefski & Kraaij, 2006b, 2007), the 27-item Romanian adaptation (**need_citation?**)

of the Cognitive Emotion Regulation Questionnaire was used to evaluate convergent validity and to measure cognitive emotion regulation strategies. The questionnaire has a 9-factor structure, including the following strategies: *catastrophizing* (e.g. “I continually think how horrible the situation has been”), *rumination* (e.g. “I often think about how I feel about what I have experienced”), *self-blame* (e.g. “I think that basically the cause must lie within myself”), *others-blame* (e.g. “I feel that others are responsible for what has happened”), *positive refocusing* (e.g. “I think of pleasant things that have nothing to do with it”), *positive reappraisal* (e.g. “I think I can learn something from the situation”), *putting into perspective* (e.g. “I tell myself that there are worse things in life”), *refocusing on planning* (e.g. “I think about how to change the situation”) and *acceptance* (e.g. “I think I have to accept the situation”). The questionnaire includes items measured on a 5-point Likert scale with 1 indicating almost never and 5 suggesting almost always.

Difficulties in emotion regulation (DERS). The 28-item Romanian adaptation of Difficulties in Emotion Regulation Scale (**need_citation?**) of the original version of 36-item developed by Gratz and Roemer (2004) was selected to evaluate discriminant validity and to measure emotion dysregulation. Items were measured on a 5-point Likert scale with 1 indicating almost never and 5 suggesting almost always. The Romanian version of DERS includes five subscales, in contrast with the 6-factor structure of the original version: *Lack of control* (encompassing the previous dimensions of impulse and strategies), *reject (lack of acceptance)*, *interference (lack of goals)*, *lack of attention (lack of awareness)* and *confusion (lack of clarity)*. Sample items can include: “When I am upset, I become out of control” and “I am confused about how I feel”.

Measures of depression, anxiety and stress (DASS). The 21-item Romanian validation of the Depression, Anxiety and Stress Scales-21 (DASS-21, (**need_citation?**)), based on the original version (Antony et al., 1998; Lovibond & Lovibond, 1995) was used to evaluate symptoms of depression, anxiety and stress and their relationship with behavioral emotion regulation strategies. Items were measured on a 4-point Likert scale with 0 indicating does

not apply to me at all and 3 suggesting applies to me a lot most of the time. Sample items can include: “I found it hard to relax” and “I felt I had nothing to live for”.

Results

Internal consistency analysis

The Cronbach’s α and MacDonald’s ω were used to assess the internal consistency of BERQ’s scales and our data suggested good reliability indices for all 5 subscales: *Seeking distraction* ($\alpha=0.73$, 95% CI [0.69, 0.76], $\omega=0.74$), *Actively approaching* ($\alpha=0.85$, 95% CI [0.83, 0.87], $\omega=0.85$), *Seeking social support* ($\alpha=0.88$, 95% CI [0.87, 0.90], $\omega=0.89$), *Withdrawal* ($\alpha=0.77$, 95% CI [0.73, 0.80], $\omega=0.77$) and *Ignoring* ($\alpha=0.87$, 95% CI [0.85, 0.89], $\omega=0.85$).

Test-retest reliability

Confirmatory factor analysis

Construct validity

Criterion validity

Discussion

References

- Abdollahpour Ranjbar, H., Hekmati, I., Eskin, M., & Jobson, L. (2021). Examining the psychometric properties of the behavioral emotion regulation questionnaire - Persian version (BERQ-PV) among Iranians. *Current Psychology*. <https://doi.org/10.1007/s12144-021-02010-0>
- Aldao, A., & Nolen-Hoeksema, S. (2010). Specificity of cognitive emotion regulation strategies: A transdiagnostic examination. *Behaviour Research and Therapy*, 48(10), 974–983. <https://doi.org/10.1016/j.brat.2010.06.002>
- Aldao, A., Nolen-Hoeksema, S., & Schweizer, S. (2010). Emotion-regulation strategies across psychopathology: A meta-analytic review. *Clinical Psychology Review*, 30(2), 217–237. <https://doi.org/10.1016/j.cpr.2009.11.004>
- Antony, M. M., Bieling, P. J., Cox, B. J., Enns, M. W., & Swinson, R. P. (1998). Psychometric properties of the 42-item and 21-item versions of the Depression Anxiety Stress Scales in clinical groups and a community sample. *Psychological Assessment*, 10(2), 176–181. <https://doi.org/10.1037/1040-3590.10.2.176>
- Aust, F., & Barth, M. (2023). *papaja: Prepare reproducible APA journal articles with R Markdown*. <https://github.com/crsh/papaja>
- Barth, M. (2023). *tinylabels: Lightweight variable labels*. <https://cran.r-project.org/package=tinylabels>
- Bhat, N. A., Devdutt, J., Johnson, J. A., & Roopesh, B. N. (2021). Adaptation and psychometric validation of Hindi version of the Behavioural Emotion Regulation Questionnaire. *Asian Journal of Psychiatry*, 62, 102730. <https://doi.org/10.1016/j.ajp.2021.102730>
- Carvajal, B. P., Molina-Martínez, M. Á., Fernández-Fernández, V., Paniagua-Granados, T., Lasa-Aristu, A., & Luque-Reca, O. (2022). Psychometric properties of the Cognitive Emotion Regulation Questionnaire (CERQ) in Spanish older adults. *Aging & Mental Health*, 26(2), 413–422. <https://doi.org/10.1080/13607863.2020.1870207>
- Chamizo-Nieto, M. T., Rey, L., & Sánchez-Álvarez, N. (2020). Validation of the spanish

version of the Cognitive Emotion Regulation Questionnaire in adolescents. *Psicothema*,
32.1, 153–159. <https://doi.org/10.7334/psicothema2019.156>

Cicchetti, D. V. (1994). Guidelines, criteria, and rules of thumb for evaluating normed
and standardized assessment instruments in psychology. *Psychological Assessment*, 6(4),
284–290. <https://doi.org/10.1037/1040-3590.6.4.284>

Compas, B. E., Jaser, S. S., Bettis, A. H., Watson, K. H., Gruhn, M. A., Dunbar, J. P.,
Williams, E., & Thigpen, J. C. (2017). Coping, emotion regulation, and psychopathol-
ogy in childhood and adolescence: A meta-analysis and narrative review. *Psychological
Bulletin*, 143(9), 939–991. <https://doi.org/10.1037/bul0000110>

Domínguez-Sánchez, F. J., Lasa-Aristu, A., Amor, P. J., & Holgado-Tello, F. P. (2013).
Psychometric Properties of the Spanish Version of the Cognitive Emotion Regulation
Questionnaire. *Assessment*, 20(2), 253–261. <https://doi.org/10.1177/1073191110397274>

Dunn, T. J., Baguley, T., & Brunsden, V. (2014). From alpha to omega: A practical
solution to the pervasive problem of internal consistency estimation. *British Journal of
Psychology*, 105(3), 399–412. <https://doi.org/10.1111/bjop.12046>

Everaert, J., & Joormann, J. (2019). Emotion Regulation Difficulties Related to Depres-
sion and Anxiety: A Network Approach to Model Relations Among Symptoms, Positive
Reappraisal, and Repetitive Negative Thinking. *Clinical Psychological Science*, 7(6),
1304–1318. <https://doi.org/10.1177/2167702619859342>

Folkman, S., & Lazarus, R. S. (1988). Coping as a mediator of emotion. *Journal of Person-
ality and Social Psychology*, 54(3), 466–475. <https://doi.org/10.1037/0022-3514.54.3.466>

Folkman, S., & Moskowitz, J. T. (2000). Positive affect and the other side of coping. *Amer-
ican Psychologist*, 55(6), 647–654. <https://doi.org/10.1037/0003-066X.55.6.647>

Garnefski, N., & Kraaij, V. (2006a). Relationships between cognitive emotion regulation
strategies and depressive symptoms: A comparative study of five specific samples. *Per-
sonality and Individual Differences*, 40(8), 1659–1669. <https://doi.org/10.1016/j.paid.2005.12.009>

- Garnefski, N., & Kraaij, V. (2006b). Cognitive emotion regulation questionnaire – development of a short 18-item version (CERQ-short). *Personality and Individual Differences*, 41(6), 1045–1053. <https://doi.org/10.1016/j.paid.2006.04.010>
- Garnefski, N., & Kraaij, V. (2007). The Cognitive Emotion Regulation Questionnaire. *European Journal of Psychological Assessment*, 23(3), 141–149. <https://doi.org/10.1027/1015-5759.23.3.141>
- Garnefski, N., Kraaij, V., & Spinhoven, P. (2001). Negative life events, cognitive emotion regulation and emotional problems. *Personality and Individual Differences*, 30(8), 1311–1327. [https://doi.org/10.1016/S0191-8869\(00\)00113-6](https://doi.org/10.1016/S0191-8869(00)00113-6)
- Garnefski, N., Teerds, J., Kraaij, V., Legerstee, J., & van den Kommer, T. (2004). Cognitive emotion regulation strategies and depressive symptoms: Differences between males and females. *Personality and Individual Differences*, 36(2), 267–276. [https://doi.org/10.1016/S0191-8869\(03\)00083-7](https://doi.org/10.1016/S0191-8869(03)00083-7)
- Garnefski, N., Van Den Kommer, T., Kraaij, V., Teerds, J., Legerstee, J., & Onstein, E. (2002). The relationship between cognitive emotion regulation strategies and emotional problems: Comparison between a clinical and a non-clinical sample. *European Journal of Personality*, 16(5), 403–420. <https://doi.org/10.1002/per.458>
- Gratz, K. L., & Roemer, L. (2004). Multidimensional Assessment of Emotion Regulation and Dysregulation: Development, Factor Structure, and Initial Validation of the Difficulties in Emotion Regulation Scale. *Journal of Psychopathology and Behavioral Assessment*, 26(1), 41–54. <https://doi.org/10.1023/B:JOBA.0000007455.08539.94>
- Gross, J. J. (1998). The Emerging Field of Emotion Regulation: An Integrative Review. *Review of General Psychology*, 2(3), 271–299. <https://doi.org/10.1037/1089-2680.2.3.271>
- Gross, J. J. (Ed.). (2015). *Handbook of emotion regulation* (Second edition, paperback edition). The Guilford Press.
- Gross, J. J., & Jazaieri, H. (2014). Emotion, Emotion Regulation, and Psychopathology: An Affective Science Perspective. *Clinical Psychological Science*, 2(4), 387–401. <https://doi.org/10.1177/2168190914540261>

307 //doi.org/10.1177/2167702614536164

308 Holgado-Tello, F. P., Amor, P. J., Lasa-Aristu, A., Domínguez-Sánchez, F. J., & Delgado,
309 B. (2018). Two new brief versions of the Cognitive Emotion Regulation Questionnaire
310 and its relationships with depression and anxiety. *Anales de Psicología / Annals of*
311 *Psychology*, 34(3), 458–464. <https://doi.org/10.6018/analesps.34.3.306531>

312 Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure
313 analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A*
314 *Multidisciplinary Journal*, 6(1), 1–55. <https://doi.org/10.1080/10705519909540118>

315 Joormann, J., & Gotlib, I. H. (2010). Emotion regulation in depression: Relation to cog-
316 nitive inhibition. *Cognition and Emotion*, 24(2), 281–298. [https://doi.org/10.1080/](https://doi.org/10.1080/02699930903407948)
317 [02699930903407948](https://doi.org/10.1080/02699930903407948)

318 Joormann, J., & Stanton, C. H. (2016). Examining emotion regulation in depression: A
319 review and future directions. *Behaviour Research and Therapy*, 86, 35–49. [https://doi.](https://doi.org/10.1016/j.brat.2016.07.007)
320 [org/10.1016/j.brat.2016.07.007](https://doi.org/10.1016/j.brat.2016.07.007)

321 Kato, T. (2015). Frequently Used Coping Scales: A Meta-Analysis. *Stress and Health*, 31(4),
322 315–323. <https://doi.org/10.1002/smi.2557>

323 Kraaij, V., & Garnefski, N. (2019). The Behavioral Emotion Regulation Questionnaire:
324 Development, psychometric properties and relationships with emotional problems and
325 the Cognitive Emotion Regulation Questionnaire. *Personality and Individual Differences*,
326 137, 56–61. <https://doi.org/10.1016/j.paid.2018.07.036>

327 Lovibond, P. F., & Lovibond, S. H. (1995). The structure of negative emotional states:
328 Comparison of the Depression Anxiety Stress Scales (DASS) with the Beck Depression
329 and Anxiety Inventories. *Behaviour Research and Therapy*, 33(3), 335–343. [https://doi.](https://doi.org/10.1016/0005-7967(94)00075-U)
330 [org/10.1016/0005-7967\(94\)00075-U](https://doi.org/10.1016/0005-7967(94)00075-U)

331 McDonald, R. P. (1999). *Test theory: A unified treatment* (pp. xi, 485). Lawrence Erlbaum
332 Associates Publishers.

333 Molero Jurado, M. del M., Pérez-Fuentes, M. del C., Fernández-Martínez, E., Martos Martínez,

- 334 Á., & Gázquez Linares, J. J. (2021). Coping Strategies in the Spanish Population: The
335 Role in Consequences of COVID-19 on Mental Health. *Frontiers in Psychiatry*, 12.
- 336 Orgilés, M., Morales, A., Fernández-Martínez, I., Melero, S., & Espada, J. P. (2019). Vali-
337 dation of the short version of the Cognitive Emotion Regulation Questionnaire for Span-
338 ish children. *Journal of Child Health Care*, 23(1), 87–101. [https://doi.org/10.1177/](https://doi.org/10.1177/1367493518777306)
339 1367493518777306
- 340 Potthoff, S., Garnefski, N., Miklósi, M., Ubbiali, A., Domínguez-Sánchez, F. J., Martins, E.
341 C., Witthöft, M., & Kraaij, V. (2016). Cognitive emotion regulation and psychopathol-
342 ogy across cultures: A comparison between six European countries. *Personality and*
343 *Individual Differences*, 98, 218–224. <https://doi.org/10.1016/j.paid.2016.04.022>
- 344 R Core Team. (2024). *R: A language and environment for statistical computing*. R Founda-
345 tion for Statistical Computing. <https://www.R-project.org/>
- 346 Taber, K. S. (2018). The Use of Cronbach’s Alpha When Developing and Reporting Research
347 Instruments in Science Education. *Research in Science Education*, 48(6), 1273–1296.
348 <https://doi.org/10.1007/s11165-016-9602-2>
- 349 Thompson, R. A. (1994). Emotion Regulation: A Theme in Search of Definition. *Mono-*
350 *graphs of the Society for Research in Child Development*, 59(2/3), 25–52. [https://doi.](https://doi.org/10.2307/1166137)
351 [org/10.2307/1166137](https://doi.org/10.2307/1166137)
- 352 Tuna, E. (2021). Psychometric properties of the Turkish version of the Behavioral Emotion
353 Regulation Questionnaire (BERQ). *The Journal of General Psychology*, 148(4), 414–430.
354 <https://doi.org/10.1080/00221309.2020.1752137>
- 355 Zhang, D., Liu, S., Wu, X., & Tian, Y. (2022). Network analysis of cognitive emotion reg-
356 ulation strategies and depressive symptoms in young adults after recent stressful events:
357 The moderation of childhood maltreatment. *Journal of Affective Disorders*, 301, 107–
358 116. <https://doi.org/10.1016/j.jad.2022.01.044>
- 359 Zhao, Y., Li, P., Wang, X., Kong, L., Wu, Y., & Liu, X. (2020). The Chinese Version
360 of the Behavioral Emotion Regulation Questionnaire: Psychometric Properties Among

361 University Students. *Neuropsychiatric Disease and Treatment*, 16, 1889–1897. [https:](https://doi.org/10.2147/NDT.S258806)
362 [//doi.org/10.2147/NDT.S258806](https://doi.org/10.2147/NDT.S258806)