& Fanning, 1987; Rosenberg, 1979; Steinhem, 1992)—leading many schools to adopt large-scale programs to enhance students' self-esteem (e.g., the California Task Force to Promote Self-Esteem). While there is little doubt that low self-esteem is linked to a host of negative psychological outcomes, such as lack of motivation,

opening one's awareness to others' pain and not avoiding or disconnecting from it, so that feelings of kindness toward others and the desire to alleviate their suffering

their emotions—are related to positive psychological adjustment (see also Penne-

Individuals who are self-compassionate should evidence greater psychological health than those with low levels of self-compassion, because the inevitable pain and sense of failure that is experienced by all individuals is not amplified and perpetuated through harsh self-condemnation (Blatt et al., 1982), feelings of isolation (Wood, Saltzberg, Neale, & Stone, 1990) and over-identification with thoughts and emotions (Nolen-Hoeksema, 1991). This supportive attitude toward oneself should be asso-

(Aspinwall, 1998). Thus, we would predict that more self-compassionate individuals should see themselves more clearly, which should also lead to more effective self regulation in terms of goal setting, risk taking, and so on.

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