

Investigating And Analyzing The Modulating Role Of Corona Anxiety In The Relationship Between Cognitive Regulation Of Emotion And Psychological Disorders Of Students With Special Needs

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Abstract

This study aimed to Investigate and analyze the modulating role of Corona anxiety in the relationship between cognitive regulation of emotion and psychological disorders of students with special needs. The research method used is the correlational research method. This research's statistical population comprised all students with special needs in Ardabil province. The statistical sample of this research includes 170 students with special needs in Ardabil province (72 boys and 98 girls) who were selected by the convenience sampling method. Their reliability was proved using Cronbach's alpha method. The statistical analysis results show that the central hypothesis of the research on "the moderating role of corona anxiety in the relationship between cognitive regulation of emotion and psychological disorders of students with special needs " was confirmed. The first sub-hypothesis of the research was approved, and the relationship between Cognitive regulation of emotion and psychological disturbances is significant. In the statistical analysis results, it was found that there is a positive and meaningful relationship between coronary anxiety and psychological disorders. The last hypothesis of the research was also confirmed as "there is a positive and significant relationship between cognitive regulation of emotion and coronary anxiety." Still, the degree of this correlation was low. Regarding research questions, the findings show that statistical samples' status is unfavorable in cognitive emotion regulation and has intense coronary anxiety. This group of students also has high psychological disturbances. According to the results of statistical analysis and testing of hypotheses, it is suggested that families improve their communication patterns and type of vision to reduce stress, fear, and anxiety caused by coronation in their children.

Keywords: Anxiety, Covid-19, cognitive regulation, students with special needs.

Introduction

Daily, human being's manifest behaviors (responses) of a psychological and behavioral nature in response to environmental stimuli, leading to psychological disturbances (Lazarus, 1991). Cognitive emotion regulation is one of the actions that individuals take to deal with these adversities and judge and control the undesirable beliefs resulting from the perception of these adversities and environmental events (Garnowski, Kreich, and Spinhaun, 2010). The cognitive and perceptual processes we show in dealing with physical and ecological circumstances can affect our behavioral, emotional, and mental responses (Mohammadi, Sepehri Shamloo, Asghari Ebrahimabad, 2019). It should also be noted that people who cannot properly assess and monitor their thoughts and emotions experience long-term psychological and social disturbances that may lead to risky behaviors to get rid of these undesirable states (Islam). Panah, Mahdian, and Jajarmi, 2019). One of the environmental factors that, as a mediating variable, can affect the effectiveness and relationship of cognitive regulation of emotion to psychological disorders is the Covid-19 virus.

Studies of defense mechanisms, stress, coping strategies, cognitive theories, attachment, and emotion are the origins of cognitive emotion regulation research. This structure was first used as an independent case in research related to child development and then associated with adults (Parsamanesh, Kraskian, Hakami, and Ahadi, 2017). From a functional point of view, emotions develop because they are a systematic and adaptive response to challenging and unfavorable environmental situations. Researchers in research on emotions, their effects, and relationships with other psychological events have found that feelings and emotions are influential in the emergence of different behavioral, cognitive, and physiological responses, facilitating the decision-making process. Provides strengthens memory

and improves social relationships (same source). People who potentially have the cognitive ability of emotion in a situation where the environment is anxious and has undesirable stimuli cannot activate this ability and use it (Azizi Aram and Basharpour, 2020). The different definitions of the term each look at this structure differently. Still, in general, psychologists have considered cognitive emotion regulation to include various cognitive styles and strategies used to re-evaluate, control, and correct experience processes. And expressions of emotions are used (Gross, 2013). The unique function of this feature is in the cognitive reassessment of anxiety disorders (Wang, Zhang, Sai, Leo, Bean, et al., 2018). Another definition of cognitive emotion regulation includes purposeful cognitive strategies that interfere with and capture emotion-specific stimulus data. In this definition, the unique consequence of this ability, flexibility, is mentioned, which allows individuals to consider various strategies and methods in response to various external events (Newsha and Rajabi, 2019).

Another construct examined in this study is the variable of psychological disorders. A common feature that can be seen in all definitions of this variable is the presence of undesirable mental states associated with physical pain in people with it, for example; Drapeau, Marchand, and Biolio-Priest (2012) define psychological distress as a psychological state that results in adverse physical and maladaptive responses that present with symptoms of depression and anxiety at the same time. In another definition, psychological distress is considered as physical and psychological reactions to environmental and mental factors, which include adverse consequences such as risky behaviors such as alcohol and drug abuse, obsessive behaviors (such as frequent hand washing), and Lack of physical activity noted (Holloway et al., 2017; Arbor-Nikitopoulos, Faulkner, & Irving, 2012).

Chronic respiratory diseases have adverse physical and psychological effects: anxiety (Roy et al., 2020). Different definitions of anxiety have been proposed, which indicate the depth of differences in the views and attitudes of experts. For example; In a report, anxiety is considered an unbalanced range of psychological states with physical symptoms that some people experience these unstable limits during their lives (Phlenbum et al., 2019, quoted by Amir Fakhraei et al., 1399). In another definition, anxiety includes vague, excessive, and uncontrollable fears and anxieties accompanied by physical symptoms and occurs in the absence of specific stimuli and environmental conditions (Melnick, 2020). But regarding the definition of coronary anxiety variable, it should be said that it is a type of anxiety caused by coronavirus infection. The reasons for its occurrence are still unknown, which creates a kind of cognitive ambiguity (Alipour et al., 2020). In addition to coronary anxiety disorder, other research has been done on the psychological consequences of the Covid-19 virus. 19) also pointed out that it affects the health and quality of human life (Fishehov, 2020). In a study, (Amir Fakhraei & et al., 2016) found that capabilities such as balanced fear and anxiety about health psychological stubbornness have a positive and significant relationship with the desired Farahijan. The statistical analysis results also showed that the severity of coronary anxiety in the statistical population (diabetic patients) is high. (Rajkumar, 2020) In another study, statistical analysis found that anxiety due to coronavirus is the primary source of common psychological responses (such as anxiety, worry, depression, and fear) that occur in the direction of a person's health. he does. (Zolfaghari and Elahi, 2016) also reported a positive and significant relationship between the level of anxiety in children and their awareness of the coronavirus. In addition, they further state that there is a positive and meaningful relationship between fear of outdoor space and fear of physical injury

and the level of corona awareness in the statistical samples. Another study reported that fear of unknown and ambiguous stimuli reduces a person's perception of immunity. The coronavirus as a novel new stimulus is no exception because little knowledge of it can cause and exacerbate anxiety. Be in his presence (Bajma et al., 2020). The last study to be briefed in this part of the present study was the adverse psychological consequences of coronavirus conducted by (Anderson & et al., 2020). The study found that failure to take preventative measures, lack of definitive treatment, and anticipation of epidemiologists such as the Covid-19 virus could lead to at least 60% of community members suffering from anxiety, stress, worry, and fear. Create in the community. Based on the above research results and the need to make the necessary decisions to prevent coronary heart disease and its negative consequences, in this study, we investigate and analyze the moderating role of coronary anxiety in the relationship between cognitive regulation of emotion and psychological disturbances.

Research hypotheses

According to the above research results, the relationship between coronary anxiety and psychological disturbances and cognitive emotion regulation and psychological disorders has been proven in most studies and psychologically proven by the mediating role of coronary pressure. Since none of the previous research has practically examined the relationship between these three variables with each other, in this research, we will explore this issue. Therefore, research hypotheses and questions will include the following:

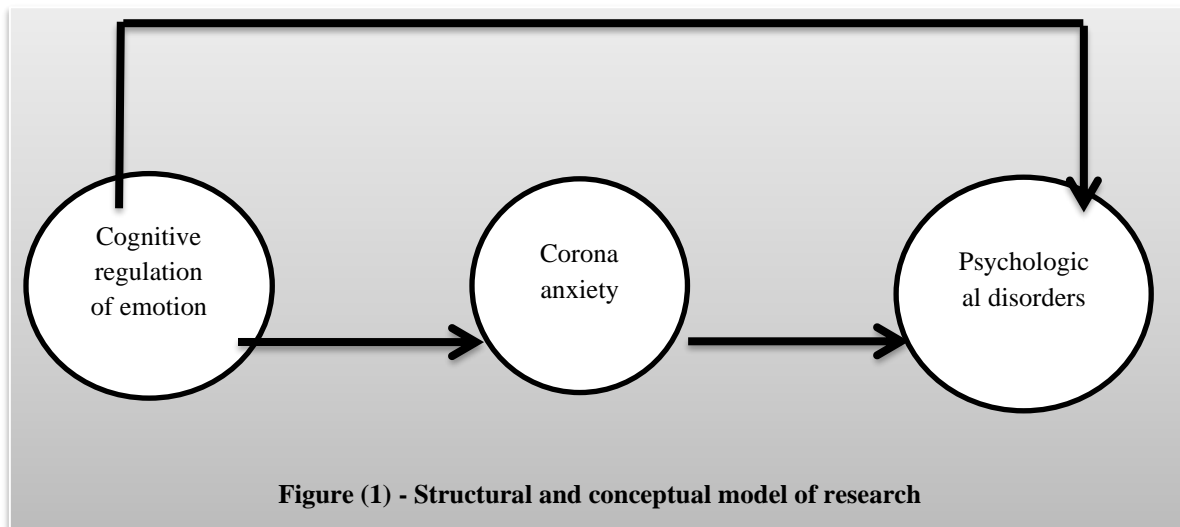
- 1) The moderating role of coronary anxiety in the relationship between psychological disorders and cognitive emotion regulation of students with special needs is positive and significant

- 2) The relationship between coronary anxiety and psychological distress in students with special needs is positive and significant.
- 3) The relationship between coronary anxiety and cognitive emotion regulation in students with special needs is positive and significant.
- 4) The relationship between psychological disturbance and cognitive regulation of emotion in students with special needs is positive and significant.

Research questions

- 1) What are the status of coronary anxiety variables and each of its dimensions in students with special needs?
- 2) What are the status of the psychological disorder variable and each of its dimensions in the students with special needs?
- 3) What is the status of the variable of cognitive regulation of emotion and each of its dimensions in the students with special needs?

According to the above hypotheses and research, we present a conceptual model of research:



Research Method

In this research, the research method used is based on the purpose of the applied type (practical application of basic knowledge in a specific field), and correlation is used based on the data collection method. Also, according to the particular time course, this research is cross-sectional.

This research's statistical population was comprised of all students with special needs in Ardabil province. The statistical sample of this research includes 170 students with special needs in Ardabil province (72 boys and 98 girls) who were selected by the convenience sampling method. In this study, we will use three questionnaires of Psychological Disorders (SCS-

A), Granfsky et al.'s Cognitive Emotion Regulation Questionnaire (2001), and the Coronavirus Anxiety Scale (CDAS) to obtain statistical samples.

The Cognitive Emotion Regulation Questionnaire was developed by (Granfski & et al., 2001). It is a multidimensional questionnaire and a self-report tool that has 36 items and has a unique form for adults and children. Cognitive Emotion Regulation Scale Nine (9) Cognitive strategy evaluates self-blame, acceptance, rumination, positive refocusing, planning, positive reappraisal, visibility, catastrophe, and blame of others. Garanovsky et al. Reported good validity for this questionnaire. The questionnaire consists of 36 five-point graded questions (from

always or never) that all four questions assess a factor and a total of nine factors to blame, self-blame, blame others, catastrophic, rumination, refocusing on admissions planning evaluates positive focus and positive evaluation. The Persian form of this scale has been validated by (Samani and Jokar, 2007).

The Coronavirus Anxiety Inventory (CDAS) has been developed and validated to measure anxiety caused by the prevalence of coronavirus in Iran. The final version of this scale consists of 18 items and two components. Items 1 to 9 measure psychological symptoms and things. It evaluates physical symptoms in individuals from 10 to 18. This scale is scored on the Likert scale of 4. The high score (54) indicates a high level of anxiety in the statistical samples, and the low score (0) shows the lowest stress level. In statistical models, the validity and reliability of this tool have been proven through research by (Alipour & et al., 2019).

Iran has no Scale for Diagnosis of Psychological Disorder (SCS-A). A scale of 43 SCS was made in the United States of America, which has satisfactory validity and reliability. Meanwhile, the SCS short form with 30 articles and SCS-A was created and validated in Iran. The SCS Scale (also SCS-A) has three subscales with the titles (Social Anxiety / Cognitive Disorder), (Magical Thinking), and (Paranoid Thinking). The questionnaire is scored using a 4-point Likert scale (never 1, rarely 2, sometimes 3, and often

4), respectively, and each subscale consists of 10 items. The reliability of this questionnaire was confirmed by a study conducted by (Davoodi, 2019), and Cronbach's alpha coefficient for the subscales of social anxiety / psychological disturbance, magical thinking, and paranoid thinking were 0.991, 0.965, and 0.983, respectively. The absolute reliability of this scale was 0.993.

Descriptive and inferential methods have been used to analyze the data of this research. Descriptive statistical methods have been used to calculate descriptive indicators such as mean and standard deviation. Pearson correlation method and multiple regression analysis have been used to investigate the relationship between variables. We have also used a single-sample t-test to determine the status of variables.

Findings

According to the results of statistical analysis, 58% of the statistical samples are girls and 42% of them are boys, 80% of the statistical samples are urban dwellers and the rest (20%) live in villages, also the results of statistical analyzes show that all three variables of psychological disturbance, adjustment Cognitive emotion and anxiety of Corona do not have a normal distribution due to the significance level of less than 0.05 (0.000) in the Kolmogorov-Smirnov test.

Table (1) - Evaluation of the reliability of the questionnaires using Cronbach's alpha coefficient

Scale name	Number of Samples	Number of Questions	Cronbach's Alpha Coefficients
Corona anxiety	170	18	0/901
Agitation psychological	170	30	0/863
Cognitive regulation of emotion	170	36	0/915

ion of
emotio
n

Psycholo gical disturba nce	The	73/341	4/011		18/2	0/000	66/48	R ² =
	fixed	0/639	0/059	0/428	85	0/000	0	0/440
	amoun	0/105	0/109	0/038	10/8	0/000	Sig=	Justifi
	t of				46		0/000	ed
	cogniti ve				0/96			R ² =
	regulat ion of emotio n and anxiet y of Coron a				4			0/190

Results: According to the significance level of the test, which is less than 0.01, and the test correlation coefficient, which is 0.440. Therefore, it can be concluded that the research hypothesis is confirmed and the relationship is positive.

Sub-hypothesis 1) The relationship between cognitive regulation of emotion and psychological disturbance in students with special needs is positive and significant.

Table (3) - The study of the relationship between cognitive regulation of emotion and psychological disturbance in students with special needs

Predictor Variable	Number Criterion Variable	Number of Samples	of The Correlation Coefficient	The Significance Level
Cognitive regulation of emotion	Psychological of disturbance	170	0/438	0/000

Results: The calculation of the significance level of the test (0.000) in testing this hypothesis was less than 0.01. Also, the correlation coefficient of the trial was 0.438. Therefore, according to these results, it can be said that the research hypothesis has been confirmed, and there is a positive and

significant relationship between cognitive regulation of emotion and psychological disturbance of students with special needs.

Sub-hypothesis 2: The relationship between cognitive regulation of emotion and coronary

anxiety in students with special needs is positive and significant.

Table (4) - A study of the relationship between cognitive regulation of emotion and coronary anxiety of students with special needs

Predictor Variable	Number Criterion Variable	Number Samples	of The Correlation Coefficient	The Significance Level
Cognitive regulation of emotion	Corona anxiety of	170	0/151	0/000

Results: According to the effects of Table 4 and considering that the significance level of the test (0.000) is less than 0.01, it can be concluded that the research hypothesis is confirmed and the relationship between cognitive regulation of emotion and coronary anxiety in students with

special needs. The message of light in Urmia is positive and significant.

Third sub-hypothesis) The relationship between coronary anxiety and psychological disturbance in students with special needs is positive and significant.

Table (5) - Investigating the Relationship between Coronary Anxiety and Psychological Disorder in students with special needs

Predictor Variable	Number Criterion Variable	Number Samples	of The Correlation Coefficient	The Significance Level
Corona anxiety	Psychological disturbance	170	0/262	0/000

Results: According to the effects of statistical analysis listed in Table (2) and considering that the significance level of the test (0.000) is less than 0.01. It can be said that the central hypothesis of the research is accepted, and there is a positive and significant relationship between coronary anxiety and students with special needs 'psychological disorders.

The first research question) What are the variable status of coronary anxiety disorder and each of its dimensions in the statistical population?

Explanation: To examine the state of coronary anxiety in the statistical population, we have used the One-Sample T-Test. To test this hypothesis, we first divide the mean of the scale by the number of questions on that scale and divide the result by Put the title of the average of each scale and considering that the questions of the questionnaire are based on the Likert scale of 4 options, we think three as the average and the criterion average and use it to calculate t.

$$H_0 = \mu \geq A \text{ (unfavorable condition)}$$

$$H_1 = \mu > A \text{ (optimal condition)}$$

Table (6) - A study of the status of coronary anxiety variable and each of its dimensions in the study population

Scale Name	Number of Samples	Mean Difference	T	The Significance Level	M	Average (A)	Number of Questions
Corona Anxiety (CDAS)	170	0/794	10/311	0/000	0/539	3	18
Mental symptoms caused by corona anxiety	170	0/497	7/039	0/000	0/836	3	9
Physical symptoms caused by corona anxiety	170	1/096	21/158	0/000	0/241	3	9

Results: Considering that the mean obtained is smaller than the mean of the criterion or the mean and considering that the significance level of the test (000.) is less than 0.01, in response to the first question of the research, it should be said: the extent of coronary anxiety In the statistical population is weak so:

✓ $H_0 = \mu \geq A$ (unfavorable condition)

The second research question) What are the status of the psychological disorder variable and each of its dimensions in the statistical population?

Explanation: To examine the state of psychological distress in the statistical

population, we have used the One-Sample T-Test. To test this hypothesis, we first divide the mean of the scale by the number of questions on that scale and divide the result by Put the title of the average of each scale and since the questions of the questionnaire are based on the Likert scale of 4 options, three is considered as the mean and the standard of the criterion, and we use it to calculate t.

$H_0 = \mu \geq A$ (unfavorable condition)

$H_1 = \mu > A$ (optimal condition)

Table (7) - Investigation of the status of psychological turmoil and each of its dimensions in the statistical population

Scale Name	Number of Samples	Mean Difference	T	The Significance Level	M	Average (A)	Number of Questions
Psychological disturbance	170	0/963	81/05	0/000	2/296	3	30
Social anxiety/cognitive disorder	170	0/874	159/780	0/000	2/207	3	10
magical thinking	170	0/92	163/671	0/000	2/253	3	10
Paranoid thinking	170	1/095	13/687	0/000	2/428	3	10

Results: Considering that the mean obtained is greater than the mean of the criterion or average and considering that the significance level of the test (000.1) is less than 0.01, then in answer to the

second question of the research we can say: the extent and extent of turbulence Psychology and each of its dimensions are intensely studied in the statistical population, therefore:

✓ $H1 = \mu > A$ (optimal condition)

The third research question) What is the status of the variable of cognitive regulation of emotion and each of its dimensions in the studied statistical population?

Explanation: To examine the status of cognitive emotion regulation in the statistical population, we have used the One-Sample T-Test to test this hypothesis. First, we divide the mean of the scale

by the number of questions on that scale and the result obtained. As the average of each scale and considering that the questionnaire questions are based on the Likert 5-choice spectrum, we believe three as the mean and the standard of the criterion and use it to calculate t.

$H0 = \mu \geq A$ (unfavorable condition)

$H1 = \mu > A$ (optimal condition)

Table (8) - Investigation of the status of cognitive emotion regulation variable and each of its dimensions in the statistical population

Variable Name	Number of Samples	Mean Difference	T	The Significance Level	M	Average (A)	Number of Questions
Cognitive regulation of emotion	170	2/387	15/844	0/000	0/613	3	36
Self-blame	170	2/634	129/753	0/000	0/366	3	4
The Reception	170	2/782	154/5	0/000	0/218	3	4
Rumination	170	2/689	128/47	0/000	0/311	3	4
Positive Refocusing	170	2/576	99/076	0/000	0/424	3	4
Refocus on Planning	170	2/687	5574/688	0/000	0/313	3	4
Positive reassessment	170	2/619	105/604	0/000	0/381	3	4
Viewability	170	2/684	122	0/000	0/316	3	4
Catastrophizing	170	3/6	115/044	0/000	0/400	3	4
Blame others	170	2/638	5747/276	0/000	0/362	3	4

Results: Considering that the mean obtained from the variable and its subscales (except catastrophizing) is smaller than the mean of the criterion or mean and considering that the significance level of the test (000) is less than 0.01 In response to the third question of the research, it should be said: the status of the variable of cognitive regulation of emotion and each of its dimensions in the statistical population is weak and undesirable, therefore:

$H0 = \mu \geq A1$ (unfavorable condition)

In response to the first question of the research, it should be said that the mean of the coronary anxiety variable in the statistical population is less than the mean of the criterion (average). And considering that the significance level of the test

is less than 0.5, it can be concluded that the degree of coronary anxiety is weak.

Discussion and Conclusion

This study aimed to Investigate and analyze the modulating role of Corona anxiety in the relationship between cognitive regulation of emotion and psychological disorders of students with special needs. Similar results of testing this research hypothesis can be seen in Farivar, Azizi, and Basharpour (2016), which showed that emotion regulation has an influential role in predicting coronary anxiety. In another study, (Azzazi Bojnourdi & et al., 2016) concluded that positive cognitive emotion regulation strategies had a negative and significant relationship with

coronary pressure in diabetic patients and negative cognitive emotion regulation strategies had a positive and meaningful relationship with coronary anxiety. This research emphasizes that the overuse of maladaptive strategies such as rumination, catastrophe, and self-blame are associated with high stress and anxiety levels. These strategies cause pressure to persist and persist.

In the first sub-hypothesis of the research on "the relationship between cognitive regulation of emotion and psychological disturbance in students with special needs," the correlation coefficient of the test was 0.438. Therefore, according to this finding, it can be said that the research hypothesis has been confirmed, and there is a significant relationship between cognitive regulation of emotion and psychological disturbance of students with special needs. The test results of this hypothesis are consistent with the research results of (Zahid, Allah Gholilo Abolghasemi, & Narimani., 2011). They concluded that cognitive emotion regulation skills help people maintain balance even in difficult situations. Depression is influenced by the strategies that people use to regulate their emotions. In addition, the presence of life stresses intensifies this relationship.

The second sub-hypothesis confirmed a significant relationship between cognitive regulation of emotion and coronary anxiety in students with special needs. It can be said that the relationship between cognitive regulation of emotion and coronary pressure in students with special needs is significant. Like the test results of this research hypothesis, it can be found in the research findings of (Azzazi Bojnourdi & et al., 2020). They concluded that the findings showed positive cognitive emotion regulation strategies and health stubbornness had a negative and significant relationship with coronary anxiety in diabetic patients. Negative cognitive emotion regulation strategies and death anxiety had a

positive and meaningful relationship with coronary pressure.

The third sub-hypothesis found that the relationship between coronary anxiety and psychological disturbance in students with special needs is positive and significant. He concluded in a study that the rapid spread of the disease has changed people's lifestyles and has had devastating psychological effects such as depression, fear, anxiety, and confusion.

In response to the first question of the study, it should be said: that the extent of coronary anxiety in the statistical population is weak, so we conclude that the status and time of coronary anxiety and its subscales in the statistical population are soft and low, which can be similar to these results. Research (Fathi Karkarq, Taheri & Gozalova., 2021) found that this indicates a concordance between the two studies; In response to the second question of the study, it can be said that the rate of psychological disturbance and each of its dimensions is high in the statistical population. The test results of this research question align with the research results of (Atadokht & et al., 2015). Also, the results of statistical analysis show (answer to the third question of the research) that the status of the variable of cognitive regulation of emotion and each of its dimensions in the statistical population is unfavorable. A similar finding of this research can be seen in the study of (Masoumeh Sadat & Askarizadeh., 2015). They concluded that the statistical population's status of emotional and cognitive regulation strategies is not favorable.

According to the research findings, it is suggested that families reduce their children from stress, fear, and corona anxiety, improve their interaction patterns and attitudes, and be aware that their anxiety and worry can affect their children. Be transferred. By raising educational programs in the media, especially radio and television, steps can be taken to correct children's beliefs about anxiety, cognitive beliefs, emotion, and anxiety. Anxiety disorders are one of the

most common disorders in children and adolescents. Environmental events also affect the extent to which the coronavirus as an ecological factor can disrupt the health, function, and efficiency of this group of people to prevent the occurrence of anxiety. Such events can be identified, diagnosed, and treated promptly, which is one of the tasks of mental health professionals. Homes are the best place to do this and help this group of people during quarantine. In addition, it is suggested that to make the most of leisure time and students' enjoyment of education, they should make the most of formal education programs. Training workshops should be provided for teachers' online training.

The present study is limited to students with special needs, and there are limitations in generalizing the results to all students at all levels). She also mentioned. It should also be noted that the research design is cross-sectional, with limitations compared to length designs.

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