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## **Supplemental Materials (SM)**

### **Mindful attention reduces linguistic intergroup bias Tincher, Lebois, and Barsalou**

#### **SM Appendix A Complete Instructions Used in the Experiment**

##### *Mindful Attention Instructions:*

“We would like you to view and think about these scenes using the “observing perspective.”

- First, observe the thoughts and other reactions you have about these scenes. As you have a specific thought or reaction, you’ll notice that it first arises, and then it dissipates - similar to how waves arise on the ocean and then dissipate.
- Second, understand that these thoughts and reactions are just transitory, fleeting mental states. These fleeting mental states may include thoughts about the scene, internal bodily reactions, emotional reactions, and so forth.

What’s different about this “observing” perspective is that you experience your thoughts and reactions about the scene as fleeting mental states. You remain aware that they’re just thoughts and reactions as you are sitting here in the room. In summary, when you use the “observing perspective” rather than live out the event, you simply observe your thoughts and reactions to it in the present moment. As you notice your thoughts and reactions to the events in the scenes, please don’t try to avoid or suppress them. Just remain aware that they’re thoughts and reactions, and observe them as mental states that arise and dissipate.”

*Immersion Instructions:*

“We would like you to view and think about these scenes by completely immersing yourself in them. When you completely “immerse yourself” in an event, you live the experience. You travel in time to the event. You project yourself into it. It seems like you’re actually there. It’s as if the event were happening in the moment. When you completely “immerse yourself” in an event, you also often experience it in vivid detail that might include:

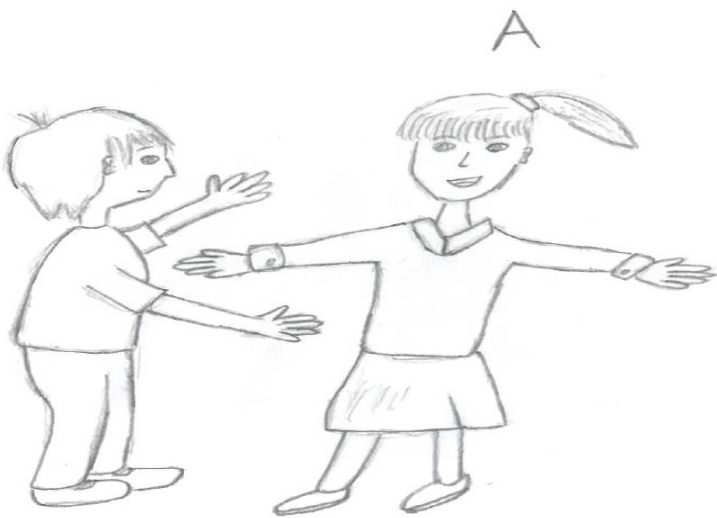
- colors, sounds, smells, and other sensory aspects of being there in the situation
- emotions and feelings that arise while living the event
- physical sensations and bodily states that also arise while living the event, such as your heartbeat, an adrenaline rush, tightening of the chest, feeling tense, and faster breathing
- you might seem to hear what yourself and other people are saying in the situation

In summary, when you completely “immerse yourself” in an event, it’s as if you were having a vivid daydream that you enter and live to the fullest. As a result of living the event in vivid detail, it almost seems real to you. You experience it almost as if it were actually happening.”

**SM Appendix B**  
**Complete Materials Used in the Experiment**

**Four Practice Cartoon Events with Their Corresponding Description Options**

Positive Behavior Examples (embracing someone and reading a book)



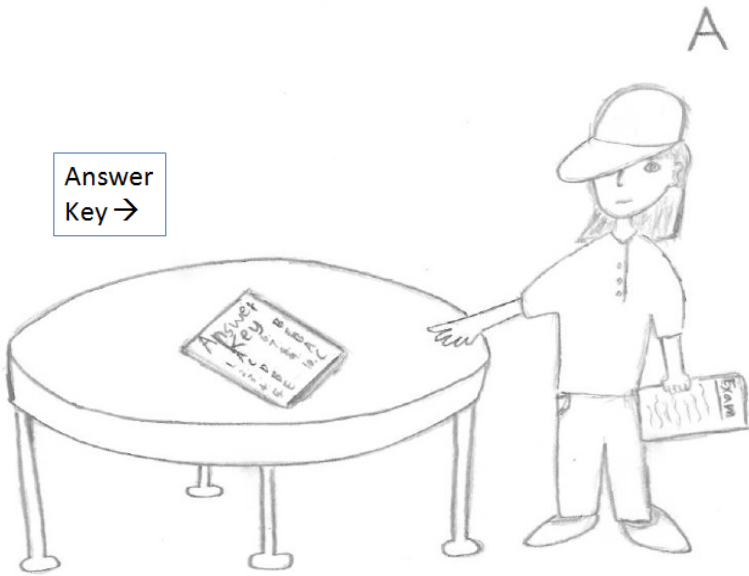
- 1) A is reaching out to the other person.
- 2) A is about to hug the other person.
- 3) A likes the other person.
- 4) A is nice.



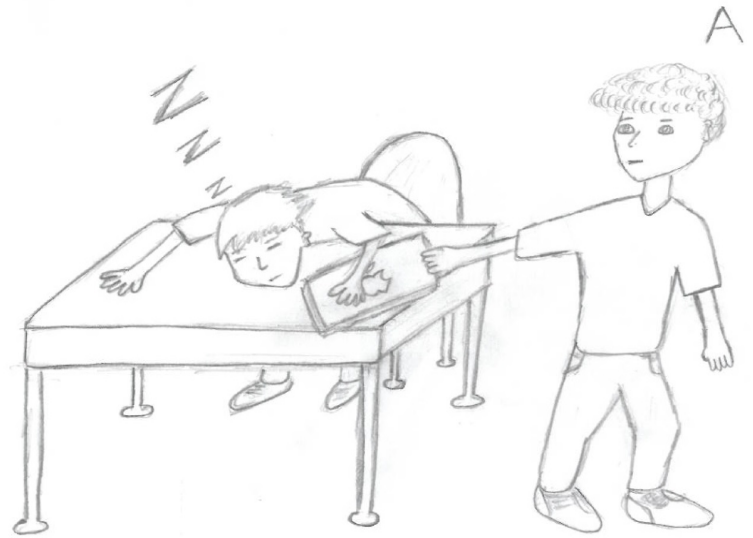
- 1) A is writing notes.
- 2) A is studying.
- 3) A enjoys studying.
- 4) A is motivated.

Negative Behavior Examples (cheating on a test and stealing a laptop)

Answer  
Key →



- 2) A is going to cheat on a test.
- 3) A doesn't care about cheating on the test.
- 4) A is dishonest.



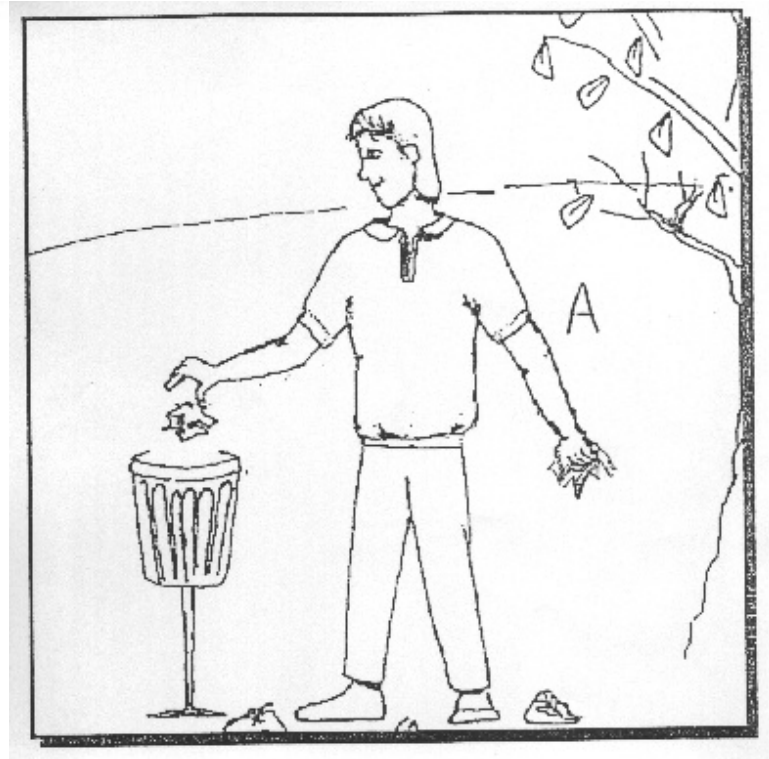
- 2) A is stealing.
- 3) A doesn't mind stealing someone's laptop.
- 4) A is immoral.

## Eight Critical Cartoon Events with Their Corresponding Description Options

Positive Behavior Examples (walking an elderly person across the road, recycling trash, picking another person up off the ground, and running)



- 1) A is walking an elderly person across the road.
- 2) A is helping an elderly person across the road.
- 3) A cares for elderly people.
- 4) A is caring.



- 1) A is picking up trash.
- 2) A is looking after the park.
- 3) A respects nature.
- 4) A is conscientious.



- 1) A is picking up the other person
- 2) A is helping the other person.
- 3) A is concerned about the other person.
- 4) A is considerate.

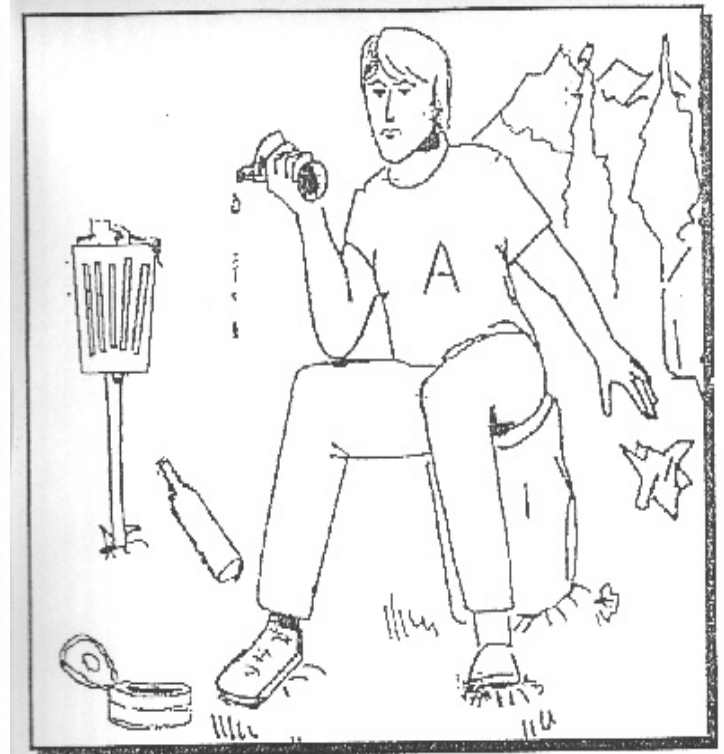


- 1) A is running.
- 2) A is training.
- 3) A loves sports.
- 4) A is athletic.

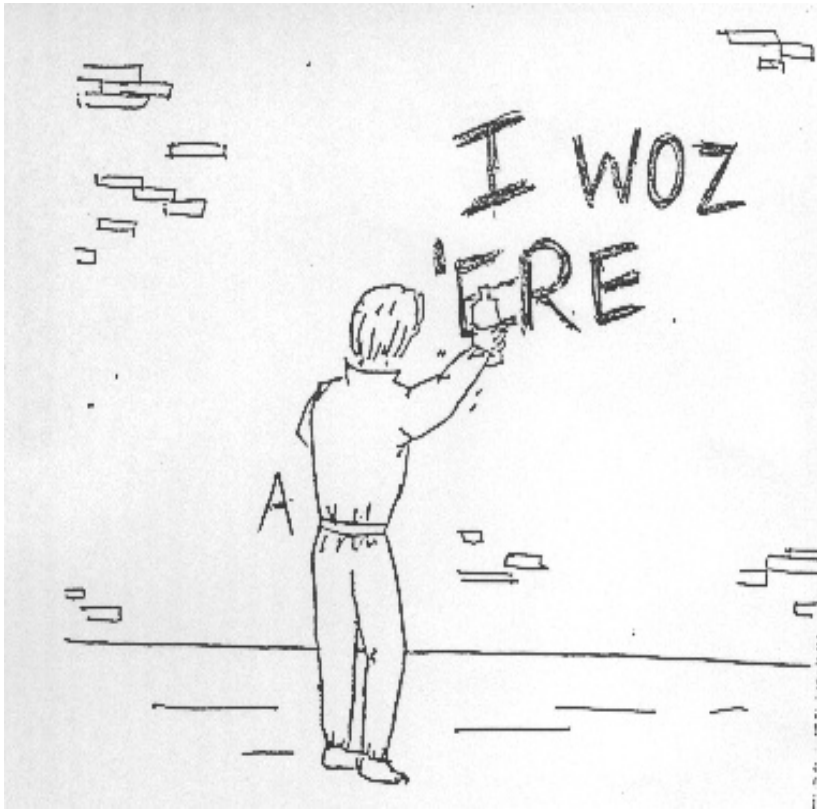
Negative Behavior Examples (telling a sexist joke, throwing trash on the ground, spray-painting a wall, and hitting another person)



- 1) A is telling a sexist joke.
- 2) A is spreading a sexist joke.
- 3) A enjoys sexist humor.
- 4) A is sexist.



- 1) A is throwing trash on the ground.
- 2) A is littering the park.
- 3) A disrespects nature.
- 4) A is disrespectful.



- 1) A is spray-painting the wall.
- 2) A is vandalizing the wall.
- 3) A doesn't care about other people's property
- 4) A is destructive.



- 1) A is hitting the other person.
- 2) A is hurting the other person.
- 3) A hates the other person.
- 4) A is aggressive.









## Results for Participants With Meditation Experience

**SM Fig. 2** Average linguistic abstraction scores for the four groups by behavior valence for just the participants with meditation experience. This bar graph displays the average linguistic abstraction response for each of the four groups broken out by positive and negative behavior stimuli for just participants with meditation experience. Purple significance bars illustrate differences between groups representing the linguistic expectancy bias. Red significance bars illustrate significant reductions in the linguistic expectancy bias. \* =  $p < .05$ . Standard error bars are +/- one SEM.