**Electronic Supplementary Material 5.** Participant ratings on usefulness of MB-BP customizations, assessed using closed card sort methodology.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Description of Intervention Component | Very Useful  (2 points) | | Useful  (1 point) | | Not Useful  (0 points) | | Mean Score |
|  |  | |  | |  | |  |
|  | # of votes | *%* | # of votes | *%* | # of votes | *%* |  |
| In Class: Sweet, palatable snack meditation (e.g. eating sweet muffins) and discussion | 5 | *45%* | 3 | *27%* | 3 | 27% | 1.18 |
| Home Practice: Fill out Pleasant Events Calendar for the week for events related to eating and alcohol consumption. | 1 | *9%* | 5 | *45%* | 5 | 45% | 0.64 |
| Home Practice: Unpleasant Events Calendar for the week for events related to eating or alcohol consumption. | 3 | *27%* | 2 | *18%* | 6 | 55% | 0.73 |
| Home Practice: Engage in one 20-30 min type of physical activity other than yoga (e.g. strength training, aerobic training). Similar to the mindfulness in daily activities home, practice bringing mindful attention to your thoughts, emotions and physical sensations related to the physical activity beforehand, during and after engaging in the activity. | 6 | *55%* | 3 | *27%* | 2 | 18% | 1.36 |
| In Class: Engage in 20 minutes of aerobic physical activity, with additional 5 minutes of warm-up, and 5 minutes of yoga afterwards – specifically walking/jogging at a fairly fast pace, preferably outside. Monitor thoughts, emotions and physical sensations prior to starting the walk, during, and after. | 6 | *55%* | 4 | *36%* | 1 | 9% | 1.45 |
| In Class: Picking a goal related to diet, alcohol consumption or physical activity for the week. (1) What is your goal related to diet, alcohol consumption, physical activity, or stress for the week? (2) On a scale of 1-10, where 10 is high, how MOTIVATED are you to achieve this goal? (3) On a scale of 1-10, how CONFIDENT are you that you will achieve the goal? (4) What could you do that would bring your motivation or confidence a little higher? (5) What might make it difficult to achieve the goal this week, and if that happens, what will you do? (6) What is a way to measure this goal that resonates with you? | 4 | *36%* | 6 | *55%* | 1 | 9% | 1.27 |
| Home Practice: Pick a do-able goal related to diet, alcohol consumption, or physical activity for the week that you feel may help you (e.g. eating less, eating more healthily, engaging in particular type of physical activity). | 6 | *55%* | 4 | *36%* | 1 | 9% | 1.45 |
| In Class: Move into groups of same hypertension risk factors that they focused on last week during Home Practice. Within groups, share experiences with practicing with this risk factor. Did they meet their goal? What thoughts arose from meeting or not meeting those goals? | 3 | *27%* | 4 | *36%* | 4 | 36% | 0.91 |
| Home Practice: Pick a NEW goal related to diet, alcohol consumption, physical activity, medication adherence, or increasing social support related to a behavior change, for the week that you feel may help you. | 6 | *55%* | 3 | *27%* | 2 | 18% | 1.36 |
| In Class: Discuss theme of what we take in, as food or as any kind of sensory experience, and patterns that are self-destructive and self-nourishing. Work through the Nourishment/Poison worksheets. In partners, ask nourishment questions while the other responds. | 6 | *55%* | 1 | *9%* | 4 | 36% | 1.18 |
| All-Day Class: Writing about self care. e.g. through free writing that no one else will see, respond to queries…How do I care for myself (1) in general, and (2) in specific ways that can lower my blood pressure? How would I like to care for myself more (1) in general, and (2) in specific ways that could lower my blood pressure? Would caring for myself in these ways help others? If so, how? | 4 | *36%* | 2 | *18%* | 5 | 45% | 0.91 |
| In Class: Deep relaxation meditation | 9 | *82%* | 0 | *0%* | 2 | 18% | 18 |
| Home Practice: Explore using the deep relaxation meditation recording 3-4 times this week, perhaps before going to sleep at night. Noticing the quality and quantity of sleep on days it is used, vs. not used. Bringing curiosity to feelings of well-being and physical/cognitive performance levels on days of higher vs. lower sleep. | 6 | *55%* | 5 | *45%* | 0 | 0% | 17 |