

# Mindful Continuing Education

## Fear, Social Inhibition, and Social Anxiety in Early Childhood

### Abstract

1. Social and nonsocial fear are recognizable as early as preschool, and the ability to regulate fear contributes to the degree to which fearful children are at risk for anxiety problems.

- A. True
  - B. False
- 

### Developmental Trajectories of Fear and Risk for Anxiety Problems

2. According to the authors, in order to assess increased risk for anxiety problems in typically-developing children, fear behaviors are observed, such as crying, fear expression, and:

- A. Impulsivity
  - B. Nausea
  - C. Freezing
  - D. Clinging
- 

3. The link between early fear and anxiety risk is strongly tied to stability in high levels of fear from 1 to 4 years of age.

- A. True
  - B. False
- 

4. Each of the following is an accurate statement about nonsocial fear development EXCEPT:

- A. Nonsocial fear development is defined as distress in the presence of objects or nature
- B. One cross-sectional study found that 60% -70% of infants responded with fear to the presentation of novel objects by 5 months of age

- C. Nonsocial fear tends to be stable in the first year of life**
  - D. Fearfulness toward unfamiliar objects seems to become adaptive later in development, as children's mobility and independence continue to increase**
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## **Inhibitory Control and Risk for Anxiety Problems**

**5. Inhibitory control emerges for most children in the second year of life, increases throughout childhood, and:**

- A. Remains relatively stable thereafter**
  - B. Increases slightly in early adolescence**
  - C. Generally decreases in adolescence**
  - D. Increases significantly in early adulthood**
- 

**6. Although broad assessments of inhibitory control indicate associations between low levels of control and a range of problematic outcomes, recent developmental neuroscience research supports the notion that anxiety risk, in particular, is associated with behavioral over-control and hyper-monitoring.**

- A. True**
  - B. False**
- 

## **The Current Study**

**7. As a means to assess if early social fear predicts later socially anxious behaviors, the researchers addressed three primary aims, including:**

- A. Isolating separate trajectories of social and nonsocial fear across the toddler and preschool years**
  - B. Testing whether trajectories of social and nonsocial fear uniquely predicted behaviors indicative of social anxiety**
  - C. Measuring whether inhibitory control moderated associations between fear trajectories and socially anxious behaviors**
  - D. All of the above**
- 

## **Methods-Measures**

**8. Measures used in the study included parent/teacher reported social and non-social fear, dysregulated fear, social anxiety, social inhibition at age 3, and inhibitory control at age 3 and 4.**

- A. True**
  - B. False**
- 

## **Results**

**9. Which of the following is NOT a correct statement about the study results?**

- A. Social fear and nonsocial fear appear to follow distinct developmental trajectories between ages 2 and 5**
  - B. Unstable and inconsistent fear during toddlerhood and preschool predicted the greatest amount of social inhibition at age 5**
  - C. Social fear groups and inhibitory control were independent predictors of parent reported social inhibition at age 5**
  - D. High levels of inhibitory control and high social fear predicted greater numbers of socially anxious behaviors at age 5, although these effects were compounded only for observed behaviors with peers**
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## **Discussion**

**10. Study findings indicate that in the development of social fear, social fear groups reflected stability in:**

- A. Severity**
  - B. Shape**
  - C. Sustainability**
  - D. Duration**
- 

**11. In young children, when more automatic tendencies for over-control are coupled with stable, high levels of fear, risk for internalizing problems is compounded.**

- A. True**
  - B. False**
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## **Kindergarteners' Self-Reported Social Inhibition and Observed Social Reticence**

**12. Study results suggest that the most inhibited children are aware of their behavior and can report it in a meaningful way as young as kindergarten age, which may help to identify at-risk children early in development and therefore assist in preventing later anxiety problems.**

- A. True**
  - B. False**
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**13. The broader category in which shyness and social inhibition reside is:**

- A. Social mistrust**
  - B. Social distress**
  - C. Social withdrawal**
  - D. Social angst**
- 

## **Social Inhibition**

**14. Reticent behavior, more than other types of solitary activity, has been theorized to reflect approach-avoidance conflict indicative of anxiety in the presence of social over-stimulation.**

- A. True**
  - B. False**
- 

## **Informant Discrepancies**

**15. Although discrepancies between parent- and child-reports of internalizing problems such as anxiety and social inhibition occur frequently, convergence of these has been shown to predict both clinician diagnosis and treatment response better than parent-report alone.**

- A. True**
  - B. False**
- 

## **The Current Study**

**16. In a study that aimed to understand the relation between kindergartners' self-reported social inhibition and laboratory-observed reticence in the context of other reporters' assessments, children completed the Berkeley Puppet Interview (BPI) to evaluate socially inhibited behaviors, while parents and teachers completed the Social**

**Inhibition scale of the McArthur Health Behavior Questionnaire.**

- A. True**
  - B. False**
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**17. In addition to child and parent assessments, select parents were interviewed to evaluate their children's fear of separation, change, failure and rejection, and how these interfered with the child's interactions.**

- A. True**
  - B. False**
- 

**18. To assess children's reticence, trained coders scored reticent behaviors by observing:**

- A. A performance task**
  - B. Teacher-child interaction**
  - C. Quiet alone time**
  - D. Free play**
- 

## **Results- Preliminary Analyses**

**19. Study results indicated that parent-reported social inhibition related fairly substantially to observed social reticence, and that it was also related to Social Anxiety Disorder criteria derived from the Anxiety Disorders Interview Schedule.**

- A. True**
  - B. False**
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## **Discussion**

**20. Evidence from the study demonstrated that in bivariate relations, children's self-perceptions of social inhibition were closely related to other informants' reports of social inhibition or SAD symptoms.**

- A. True**
  - B. False**
-

**21. Across levels of children's self-report, parent-report may be very helpful in identifying socially reticent children who may be at risk for anxiety problems, but it is most helpful when child-report also converges.**

- A. True**
  - B. False**
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**22. The researchers suggest that in the realm of externalizing problems, reports of social inhibition:**

- A. May be relied upon from one credible informant**
  - B. Should only be considered additive**
  - C. Should be interpreted in the context of each other**
  - D. None of the above**
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