

사회불안 아동의 해석, 기대 및 판단에서의 인지 편향*

COGNITIVE BIASES IN INTERPRETATION, EXPECTATION AND
JUDGEMENT OF SOCIALLY ANXIOUS CHILDREN

양 윤 란** · 오 경 자**†

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목 적 :
 방 법 : 18 16
 가
 3
 결 과 : 가
 3
 결 론 :
 중심 단어 :

서 론

가 가

가
 1). 12~13 가
 2), 10 가
 3). 8~10 가
 가 5)6).
 가
 4). 7)
 가 가
 가 8)9), 10)11)
 가 12)13)

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가 가 10
 가 가 14)15)
 가 가 Segrin²³⁾²⁴⁾
 Bell - Dolan¹⁶⁾ (generalized sub-
 type)
 가 25)26)

가 17 - 19)
 가 8~13
 가 20)
 가 1) 3
 가 2) 3
 가 3) 3

연구 방법

가 1. 연구대상
 가 4~5 (236 ,
 가 171)
 가 20%(cutoff score 40) 20%(cutoff score
 가 23)
 가 가 50%

가 7~14
 가 21 (13, 8)
 가 23 (14, 9)
 가 21)

2. 측정도구

가가 1) 청소년용 사회불안 척도²⁷⁾(So-
 cial Anxiety Scale for Adolescent : SAS - A)
 가 Beidel²²⁾ . SAS - A 가
²⁸⁾(So-

cial Anxiety Scale for Children - Revised)

29) SAS - A ; “ 가
 가
 30) “
 4~5 SAS - A Cron-
 bach 's .89, .92 6 - ASQ , K - ASQ
 .58

2) 사회불안의 또래거명 척도

(Peer Nomination Scale of Social An- . ASQ
 xiety : PNSA) “
 ” “ ” K - ASQ
 3 2 4 2
 가 . K - ASQ 1 ,
 0 0~8 , 가

3) 아동용 우울 척도

(Center for Epi- K - ASQ 가 7
 demiological Studies - Depression for Children : CES - DC) K - ASQ
 CES - D Orvaschel 가 4.7~8.2 , 4.7~6.3
 CES - D 4가 , ,
 31) 30) , 가
 4~5 Cron- , 가
 bach 's .87, .88 6 - 30) 4~5 Cron-
 .59 bach 's .67

4) 한국판 모호한 상황 질문지(Korean-Ambiguous Situation Questionnaire : K-ASQ)

(Ambigu-
 ous Situation Questionnaire : ASQ)³²⁾
 . ASQ
 6

5) 수행능력 평가목록

가 3 , (가)
 가
 33)가 , “ : “ 5
 가 15 . 2
 13

12)13) , K - ASQ . K -
 ASQ 8 ASQ 6

3. 연구 절차

“ ”
 “ ”
 , 가 . K - ASQ , K - ASQ,
 가 “ 가 44
 가
 . 3

Table 3. Means and standard deviations of self- and observer ratings of speaking performance for the high and low socially anxious groups

	High social anxiety M (SD)	Low social anxiety M (SD)	F
Self-rating : pre-speech	27.17 (6.56)	26.00 (9.64)	.17
Self-rating : post-speech	24.26 (7.63)	23.38 (6.41)	.03
Observer-rating : post-speech	16.94 (4.98)	22.38 (5.55)	4.26*
Discrepancy between self- and observer ratings	7.61 (8.85)	1.00 (7.29)	2.21

* : p<05

가 . 가 , Kendal Chansky⁶⁾
 고 찰 가
 K - ASQ
 가
 가
 3 30) 4~5
 SAS - A K - ASQ
 .31
 가 17 - 19)
 21) 14)15)
 3 (F(1, 32)=4.94, p<.05).
 3 가 K -
 Spence²¹⁾ ASQ가
 가
 가
 가
 가
 Spence²¹⁾
 3
 가
 가
 20)36) 가 37) 38)39) 가 21) Spence
 가
 가
 가
 가
 가
 3

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Objective : The present study investigated the interpretation bias and expectation and judgmental bias of performance in socially anxious children.

Method : Children with high social anxiety (n=18) and low social anxiety (n=16) were recruited through self-report and peer nomination. Participants performed three tasks to assess for cognitive bias. The first task measured interpretation of ambiguous social situations. The second task measured expectation regarding performance in a three minute impromptu speech. The third task assessed for judgmental bias via comparison between post-speech self rating and observer rating.

Result : Children with high social anxiety did not differ significantly from low social anxiety children on the dependent measures assessing bias in interpretation, expectation and judgement. However, a significant difference was found in the judges' ratings of children's performances on the speech task, with high social anxiety children obtaining significantly lower scores compared to low social anxiety children.

Conclusion : The role of cognitive biases in the development and maintenance of social anxiety in children was discussed.

KEY WORDS : Social anxiety · Interpretation bias · Expectation · Judgmental bias · Children.