

Stellingen

behorend bij het proefschrift

Bias or Reality? Negative perceptions of ambiguous social cues, social performance and physical arousal in socially anxious youth

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1. The way in which socially anxious youth are treated by their age peers during social interactions contributes to the development, or at least the maintenance of, socially anxious youth's negative self-evaluations (this thesis).
2. Some high socially anxious youth are correct in evaluating their social skills as poor (this thesis).
3. It is more useful to have age peers judge socially anxious adolescents' social performance than adult observers (this thesis).
4. High socially anxious youth are better at estimating their physiological arousal when their state anxiety level is moderate than when state anxiety is high (this thesis).
5. It is still unclear why socially anxious youth are disliked by their peers (Verduin & Kendall, 2008).
6. It is more functional to feel at least a little nervous before giving a public speech than to feel no nervousness at all.
7. It is the threat of negative evaluation and not simply the presence of other persons in a social situation that triggers changes in the stress system (Dickerson, Mycek, & Zaldivar, 2008).
8. Although it has frequently been found that the coherence among self-report, physiological and behavioural measures of psychological stress and emotion is weak, it is fruitful to continue to search for their coherence.
9. In too many aspects of life, including scientific research, quantity counts above quality.
10. Living in a foreign country is just as challenging as conducting and writing a PhD.