Record Nr. UNINA9910139363603321 Information processing biases and anxiety [[electronic resource]]: a **Titolo** developmental perspective / / edited by Julie A. Hadwin and Andy Field Pubbl/distr/stampa Chichester, West Sussex: Malden, MA,: Wiley-Blackwell, 2010 **ISBN** 1-282-68663-1 9786612686634 0-470-66146-1 0-470-66145-3 Descrizione fisica 1 online resource (345 p.) Altri autori (Persone) HadwinJulie A FieldAndy P 155.4/1246 Disciplina 618.928522 Soggetti Anxiety in children Human information processing in children Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Nota di bibliografia Includes bibliographical references and index. Information Processing Biases and Anxiety; Contents; List of Nota di contenuto Contributors: Preface: 1. An Introduction to the Study of Information Processing Biases in Childhood Anxiety: Theoretical and Methodological Issues: Theoretical and Research Issues: 2. Anxiety-Related Reasoning Biases in Children and Adolescents; 3. The Emotional Stroop Task in Anxious Children; 4. Selective Attention to Threat in Childhood Anxiety: Evidence from Visual Probe Paradigms; 5. The Use of Visual Search Paradigms to Understand Attentional Biases in Childhood Anxiety 6. Using Eye Tracking Methodology in Children with Anxiety Disorders7. The Assessment of Fear-Related Automatic Associations in Children and Adolescents; 8. Application of Cognitive Neuroscience Techniques to the Study of Anxiety-Related Processing Biases in

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Sommario/riassunto

With contributions from a global team of experts this book provides a comprehensive overview of information processing biases in children and adolescents. The first book to provide readers with an understanding of anxiety and the role of information processing biases more broadly in the context of developmental psychopathology Demonstrates how researchers have explored diverse aspects of information processing in anxious children and adolescents Draws on the microparadigms used in the study of development and psychopathology to consider issues related to heritability, temperament,