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	General population (N = 534)		Item-total r
	M	SD	
places in front of an audience	1.61	0.71	0.45
and	1.36	0.62	0.35
	1.30	0.65	0.31
	2.49	1.02	0.57
	1.64	0.79	0.45
	1.95	0.90	0.50
	1.57	0.83	0.36
low very well	1.94	0.86	0.57
know very well	1.87	0.73	0.60
n	2.13	0.93	0.63
are already seated	1.95	1.08	0.36
	1.69	0.78	0.54
	2.55	0.98	0.55
	2.75	1.04	0.59
etence or knowledge	1.77	0.91	0.51
isapproval to people you don't know very well	2.10	0.88	0.54
eeone you don't know very well	1.94	0.89	0.52
	2.13	0.97	0.55
	2.60	1.09	0.48
	1.84	0.95	0.50
	1.86	0.93	0.47
sperson	2.11	1.10	0.45

MEASUREMENT OF SOCIAL-EVALUATIVE ANXIETY¹

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The specification of a construct of social anxiety, the subsequent development of a scale or scales to measure anxiety experienced in social situations. These studies on the effects of social anxiety on the performance of psychotics (Rothnick & Garney, 1972), on the effect of disturbed family and social relationships in psychopathology (Gerrard & Siegel, 1950), and on the correlation between social incompetence and hospitalization (Zigler & Phillips, 1962) have all suggested that distressed social relationships may be one powerful determinant of psychopathology. A second line of research has followed the idea that some individuals are more anxious than others in social situations, and might therefore be more permeable (Sears, 1967), more concerned with others' evaluation of themselves (Digory, 1966), or simply be upset at having to interact with other people (Byrne, McDonald, & Mikawa, 1963). A third line of evidence which points to the need for social anxiety scales is that which suggests that anxiety scales which confine their questions to specific situations or conditions, (Endler & Hunt, 1966) have greater predictive validity for those specific situations than those scales which sparsely

sample diverse situations. There do exist two sets of items which have been mentioned as measuring social anxiety (Dixon, deMouchaux, & Sandler, 1957; Sears, 1967) but these items either are too few or have no underlying construct, nor have they been controlled for response style problems such as acquiescence or social desirability, and they have never been validated. Social-evaluative anxiety was initially defined as the experience of distress, discomfort, fear, anxiety, etc., in social situations; as the deliberate avoidance of social situations; and finally as a fear of receiving negative evaluations from others. The first two aspects were combined to compose a Social Avoidance and Distress (SAD) scale, and the last factor was employed to compose a Fear of Negative Evaluation (FNE) scale.

Specification of the Constructs
The two scales were constructed at the same time. Three general goals were adopted: to suppress response style errors, to foster scale homogeneity, and to foster discriminant or convergent relationships with certain other scales. These goals can be approached by paying careful attention to the nature of the constructs from which the items follow.

Anxiety often is inferred from verbalized subjective distress, the execution of avoidance responses, impaired performance, or certain physiological signs. Almost all anxiety scales are a haphazard mixture of items asking 5 to

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Social Anxiety Questionnaire for Children (SAQ-C24) (Girls version)
(Caballo, Arias, Salazar, Calderero, Irujo, and Ollendick, 2012)

Initials of name: _____ Age: _____ School: _____ Year: _____

Below are descriptions of some situations in which you could be afraid, embarrassed, or nervous. Please, place an "X" on the number next to each social situation that best reflects what you feel. Do not leave any questions blank and respond as you usually feel; do not worry about your answer because there are no right or wrong ones.

Indicate how much embarrassment, nervousness, or fear the following situations produce for you	None	A little	Quite a lot	A lot
1. Having to talk to a teacher	1	2	3	4
2. Being teased in public	1	2	3	4
3. Taking part in a play at school	1	2	3	4
4. Being with other girls I do not know ^a	1	2	3	4
5. Singing in public	1	2	3	4
6. Going to the blackboard	1	2	3	4
7. Playing with a group of girls I do not know well ^b	1	2	3	4
8. Asking a question in class	1	2	3	4
9. Dancing in front of people	1	2	3	4
10. Telling a friend not to take my things without permission	1	2	3	4
11. Asking something from a classmate I do not know well	1	2	3	4
12. Making a fool of myself in front of others	1	2	3	4
13. Starting a conversation with the boy I like ^c	1	2	3	4
14. Being criticized	1	2	3	4
15. Telling a classmate I do not like something he said about me	1	2	3	4
16. Starting talking with girls I do not know ^a	1	2	3	4
17. Telling a boy I like something about him (for example, his smile, his hair, etc.) ^c	1	2	3	4
18. Telling a classmate not to disturb me when I am working	1	2	3	4
19. Losing my voice, stuttering, or having a breaking or trembling voice	1	2	3	4
20. Kissing the boy I like for the first time ^c	1	2	3	4
21. Being asked a question in class by the teacher	1	2	3	4
22. Telling a classmate not to be the center of attention all the time	1	2	3	4
23. Playing a musical instrument in public	1	2	3	4
24. Asking the boy I like out for a date ^c	1	2	3	4

^aIn the boys' version of the questionnaire, the word boy found in these items is substituted by the word girl and the word girls is replaced by the word boys.
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Scoring instructions for the SAQ-C and its dimensions:

- Dimension 1: Interactions with the opposite sex (sum of the items 13, 17, 20, & 24)
 - Dimension 2: Criticism and embarrassment (sum of the items 2, 12, 14, & 19)
 - Dimension 3: Speaking in public/Talking with teachers (sum of the items 1, 6, 8, & 21)
 - Dimension 4: Assertive expression of annoyance, disgust or displeasure (sum of the items 10, 15, 18, & 22)
 - Dimension 5: Performing in public (sum of the items 3, 5, 9, & 23)
 - Dimension 6: Interactions with strangers (sum of the items 4, 7, 11, & 16)
- Total score: Sum of all items of the questionnaire

Understanding Your Social Anxiety

Many people experience socially phobic social situations. They may get anxious about speaking in public, being with certain people, or interacting or engaging with others. Recognizing your social anxiety helps with understanding the things that trigger your anxiety and the associated emotions, physical reactions, thoughts, and behaviors. Use the chart below to record the things you are anxious and how you react.

Name: _____ Title: _____

What situation causes you to feel socially anxious?	How severe is your anxiety?	Physical feelings	Thoughts	Emotional reactions

	Mean	Increment R ²	F change
city ^a	-.23**	.06	19.03
dependent self	.06		
independent self	-.47**	.20	36.99
person effect	-.21**	.04	14.00
dependent self	.09		
independent self	-.50**	.25	46.04
city ^b	-.12*	.01	4.43
person effect	-.21**	.04	14.00
dependent self	.09		
independent self	-.50**	.25	46.04
person effect	-.23**	.04	16.53
city ^c	-.08	.01	2.25

Incremental effect a average score between private and public uniqueness questionnaires (mean score of self-esteem questionnaires from 1998)

beta for Ethnicity: 1 = Asian, 2 = European American

**p < .001

SADS can be the same in the evaluation of social evasion among those with social anxiety disorder, both in clinical and research environments. It has been shown that the scale on the scale of social and anga is moderately correlated with the scores in the fear of the negative assessment scale and in the Invention of Anxiety of the Staff Staff State (STAI), based on a sample of 206 patients. The discriminating and convergent validity of the scale was established through negative correlations with self-confidence, the need for affiliation and the need for domain. Writing and interpretations consist of total gross score (from 0 to 28) and a percentage classification based on Watson and friendly validation sample. The general day for this sample was 9.11 and the pattern deviation 8.01, although it should be noted that there was a strong positive distortion in the results. If you are a researcher or desk and want to use the SADS, you must fill out an APA request form and send an instrument's scope as you intend to use. In student samples, Watson and Friend demonstrated 0.94 internal consistency reliability and 0.68 retest-test reliability. Thus, very low markers can be resistant to practical activities. Only about 20% of people with anxiety seek help for their symptoms, but early detection can lead to more brave treatment and better results. It is only through a diagnostic consultation with a mental health professional that your problems can be evaluated properly. The high scores of the SADS indicated significantly lower values of self-confidence, need for affiliation, need for change and need for domain (Geist & Borecki 1982). Validity and reliability watson and friend (1969) established Psychomical properties of SADS with 205 university students (145 and 60 men). Under the terms of the license contract, a user can print to print PDF of a Chapter Chapter of a title in Oxford On-Line clinical psychology for personal use (for details, consult privacy and legal warning). Very Well Mind uses only high quality sources, including reviewed studies by pairs, to support the facts in our articles. This, combined with the fact that the sample is university students, means that percentiles should be interpreted with caution. All rights reserved. 163 Oxford Clinical Psychology Online Online (www.oxfordclinical.com) Â © Oxford University Press, 2022. Punctors can be categories in high, mothers and low groups as follows: Low social anxiety - " 0 or 1. Social Anxiety Mother -2 to 11. High Anxiety social-12 or more. , it was demonstrated that the individuals who are very low in Sads Tann a greater need for social control and domain (GEIST & BORECKI, 1982). The Evidence Scale and Social Ango (SAD) and fear of the negative evaluation scale (FNE): reliability and preliminary validity of validity. Psychiatry Polska. Social avoidance and anga scale. The social interaction anxiety scale only direct items (sias-s) omits items 5, 9 and 11 and then adds the remaining items. Below are some sample questions from the SADS. If you think social anxiety is a problem that is having an impact on your life, consider making an appointment to discuss your concerns. Table Ap.2 means, patterns and cutting scoring suggested from client samples with social anxiety disorder and communion controls on the measures of range of social anxiety instruments (standard deviations) Suggested score CUTTING CUSTOMERS CUSTOMERS INTERACTION ANSIZING SCALE (SIAS) Anxiety Only Direct Items (Sias-S) 0-68 43.93 (11.84) 16.30 (12.48) 28 Social Phobia (SPS) 0 A e A ours 80 32.8 (14. 8) 12.5 (11.5) 24 A e A e Brief Fear of the negative evaluation scale (BFNE) 12-60 46.91 (9.27) 26.81 (4.78) A e a e-Breve fear of the negative assessment scale and direct items (BFNE-S) 8-40-60 (6.94) 12.50 (4.52)-Social Anxiety Scale LieBowitz Total Scale of Punctations administered by the clinic (LSA-CA) 0 A e a e 144 67.2 (27.5) 13.6 (11.1) 30 60 Liebowitz Social Ansty Scale Total A. , A â e E o Self-Report (LSAS-SR) 0. 144 74.53 (23.31) 13.49 (12.70) 30 60 Subly Prevention Frequency Examination 0-128 49.9 (19. 7) 40.0 (18.8) Data: May 03, 2022222222222222224 (19.7) 49.9 (19.7) 40.0 (18.8) Social interaction anxiety scale (sias) (p. 165) Brief fear of the negative evaluation scale (BFNE) (p. Watson D, friend R. You also requested to respond based on your first reaction and not spend a lot MPO in no item. Geist and Borecki (1982) found that people at the top of the SAD significantly had a self-esteem Lowe 171) (p. The distribution of scoring was distorted, with high rare scores; the modal score was 0. The scale of evidence and social angam was developed by David Watson and Ronald Friend in 1969 and is closely linked to the fear of negative evaluation (FNE) by the same authors. If you live with symptoms of social anxiety disorder, it may be tempting to use a self-report measure, such as scale Social and Ango -Tia to assess whether their problems can be diagnosed as a social anxiety distance. Journal of Consulting and Clinical Psychology: Journal of Consulting and Clinical Psychogy, 33 (4), 448. ReferenceGest and Hamricck (1983) Journal. (1983) of Clinical Psychology, September 169) Prevention Frequency Examination (safe) (p. Abstract Fear of negative evaluation-direct-direct only (BFNE-S) Items 2, 4, 7 and 10 and then add the remaining items. Try to answer each of them True or false, depending on what you think the most applies to you: "I feel relaxed even in unknown social situations." "I try to avoid situations that are going to be very scivable." "It's fancil for me to relax when I'm with strangers." A total score in SADS is obtained based on the answers to the true/false questions. Each item in the Sads is a declaration on some aspect of social anxiety. Anxiety tests such as SADS can also be used to detect the presence of anxiety symptoms. The highest markers about the Sads Tann Less Self-Conflian, Less Need for Social Affiliation, Low Domain Need and High Default Need. 168) (p. Liebowitz Social Anxiety Scale (LSAs)-The scale-managed or self-reported or self-reported versions add up to the total subscale of fear and the total subscale of prevention and add them to reach the score the total. 166) (p. Measurement of social-evaluative anxiety. Punctors on SADS need to be interpreted by a mental health professional and accompanied by a complete diagnosis interview for social anxiety disorder (SAD) When guaranteed. (2009) For subscale score. 39, No. 5 Print Citing Email This Code of this link, or click below to send an email to a friend, send an email to This contains or copy the link directly. Show details of (p. 10.1037/H0027806 The Social Evasâ and D Ango Scale (SADS) is a scale of 28 true/false items that med And measures aspects of social anxiety, including anghemma, discomfort, fear and prevention. Social evasion is defined as the desire to escape or avoiding being with, talking to or interacting with others for any reason. Individuals that punctuate in SADS are those who experience anxiety or anghath with social interactions or anticipation of social interactions. 164) Social Phobia Scale (SPS) (p. Additional Reading Soba-È Žski Ja, Klasa K, Rutkowski K, Demebiá Ÿ A È Ž SKA E, Mother Ldner-Nieckowski â.... Cyranka K. 2013; 47 (4): 691-701. (1969). See Cuming et al. These findings mean that this instrument is valid (measures what you want to measure) and reliability (the items are measuring the same thing). Read our editorial process To learn more about how we come back and maintain our accurate, trustworthy and trustworthy. The scale of avoidance and social angam (SADS) is a self-clashed scale of 28 items used to measure variety aspects From social anxiety, including anghethia, discomfort, fear, anxiety, and the prevention of social situations. By responding to the scale of avoidance and social anghania, you must decide whether each declaration is © True or false to you personally. Sias) Items 5, 9 and 11 Reverse Score Hen Sum Items 1 - 20. The Punctorses Mother Days differing by sex: males had a day of 11.2 and Women had a day of 8.24.Geist and Borecki (1982), they also conducted a validation study with a similar group of students, finding similar results. Higher scores indicate greater social anxiety. 1969 August; 33 (4): 448-57. 167) Liebowitz Social Ansty Scale (LSAs) (p. 1963, Vol. It is maintained by the American Psychological Association (APA), as was originally published in an APA magazine. Scales such as Sads are normally used by mothers for track back or by researchers to track symptoms over time, usually before and after some kind of intervention. Brief fear of fear of the negative assessment scale (BFNE) Reverse score items 2, 4, 7 and 10 and then adds all items. Items.

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