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## Rejection sensitivity, loneliness, social anxiety, and social withdrawal in children.

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REJECTION SENSITIVITY, LONELINESS, SOCIAL ANXIETY, AND  
SOCIAL WITHDRAWAL IN CHILDREN

A Thesis Presented

by

CHERYL BONICA

Submitted to the Graduate School of the  
University of Massachusetts Amherst in partial fulfillment  
of the requirements for the degree of

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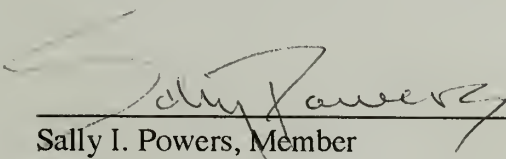
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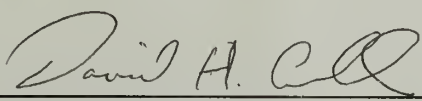
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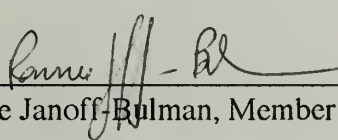
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Sally I. Powers, Member



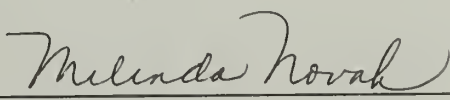
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## ABSTRACT

# REJECTION SENSITIVITY, LONELINESS, SOCIAL ANXIETY, AND SOCIAL WITHDRAWAL IN CHILDREN

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Some children experience angry expectations of rejection in reaction to ambiguously intentioned rejection feedback, whereas others experience anxious expectations of rejection. These children have been described as rejection sensitive (Downey, Lebolt, Rincon, & Freitas, 1998). Adopting a longitudinal design, rejection sensitivity, loneliness, social anxiety and social withdrawal in children were assessed at Time 1 and four months later, at Time 2. Data were from 171 urban, minority (primarily Hispanic and African American) sixth graders. Results indicated angry expectations of rejection predicted increases in feelings of loneliness over time. Whereas anxious expectations of rejection predicted increases in feelings of loneliness for girls, anxious expectations did not predict increases in feelings of loneliness for boys. Anxious expectations of rejection predicted increases in social anxiety and social withdrawal. Loneliness predicted increases in angry and anxious expectations of rejection. Results highlight the important role of rejection sensitivity in promoting internalizing difficulties.

# TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGMENTS.....	iii
ABSTRACT.....	v
LIST OF TABLES.....	viii
CHAPTER	
1. INTRODUCTION.....	1
Goals of the Current Study.....	7
Bidirectional relationships.....	8
Anxious Expectations Component of the Rejection Sensitivity Questionnaire.....	8
2. METHOD .....	9
Participants.....	9
Procedure.....	10
Self-Report Measures.....	10
Rejection Sensitivity.....	10
Loneliness.....	11
Social anxiety and social withdrawal.....	11
3. RESULTS.....	14
Factor analysis.....	14
Means and Correlations among the components of rejection sensitivity, loneliness, social anxiety, and social withdrawal.....	15
Angry Expectations of Rejection and Increases in Loneliness, Social Anxiety, and Social Withdrawal.....	16
Anxious Expectations of Rejection and Increases in Loneliness, Social Anxiety, and Social Withdrawal.....	17
Internalizing Difficulties and Increases in Angry Expectations of Rejection.....	19
Internalizing Difficulties and Increases in Anxious Expectations of Rejection.....	20



4. DISCUSSION .....	33
Limitations.....	36
Issues for further research.....	38

## APPENDICES

A. CHILDREN'S REJECTION SENSITIVITY QUESTIONNAIRE.....	in pocket
B. LONELINESS AND SOCIAL DISSATISFACTION QUESTIONANAIRE....	in pocket
C. SOCIAL ANXIETY AND SOCIAL WITHDRAWAL QUESTIONNAIRE....	in pocket

BIBLIOGRAPHY.....	41
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## LIST OF TABLES

Table	Page
1. Factor loadings for CRSQ items tapping the angry expectations of rejection component of rejection sensitivity.....	22
2. Factor loadings for CRSQ items tapping the anxious expectations of rejection component of rejection sensitivity.....	23
3. Factor loadings of social anxiety and social withdrawal items greater than .35.....	24
4. Means and standard deviations of angry expectations of rejection, anxious expectations of rejection, loneliness, social anxiety, and social withdrawal at Time 1.....	25
5. Correlations of angry expectations of rejection, anxious expectations of rejection, loneliness, social anxiety, and social withdrawal at Time 1.....	26
6. Correlations of angry expectations of rejection, anxious expectations of rejection, loneliness, social anxiety, and social withdrawal at Time 1 and Time 2.....	27
7. Unstandardized regression coefficients linking Time 1 angry expectations of rejection with increases in loneliness, social anxiety, and social withdrawal at Time 1.....	28
8. Unstandardized regression coefficients linking Time 1 anxious expectations of rejection with increases in loneliness, social anxiety, and social withdrawal at Time 2.....	29
9. Unstandardized regression coefficients linking Time 1 loneliness with angry and anxious expectations of rejection at Time 2.....	30
10. Unstandardized regression coefficients linking Time 1 social anxiety with angry and anxious expectations of rejection at Time 2.....	31
11. Unstandardized regression coefficients linking Time 1 social withdrawal with angry and anxious expectations of rejection at Time 2.....	32

## CHAPTER 1

### INTRODUCTION

Children with peer relationship difficulties have been the focus of numerous investigations because these children have been found to be at risk for later externalizing and internalizing difficulties (Boivin, Hymel, & Bukowski, 1995; Burks, Dodge, & Price, 1995; Crick & Dodge, 1994; De Rosier, Kupersmidt, & Patterson, 1994; Parker & Asher, 1987; Rubin, Chen, McDougall, Bowker, & McKinnon, 1995). Recent efforts to understand the sources and contributors of these children's externalizing and internalizing difficulties has focused on children's social cognitive processes (Asher, Parkhurst, Hymel & Williams, 1990; Bell-Dolan, 1995; Crick & Dodge, 1994; Crick & Ladd, 1993; Ladd & Crick, 1989; Panak & Garber, 1992; Renshaw & Brown, 1993). While these investigations have determined a relationship between social cognitive processes and children's externalizing and internalizing difficulties, much of this research has been cross-sectional in design. Thus, we are limited in our understanding of additional processes which are likely to operate as antecedents and predictors of externalizing and internalizing difficulties in children over time. Recently, Downey and colleagues (Feldman & Downey, 1994; Downey & Feldman, 1996; Downey, Lebolt, Rincon, & Freitas, 1998) have proposed the role of sensitivity to rejection, a social-cognitive processing disposition to defensively expect (e.g., angrily or anxiously), readily perceive, and overreact to rejection in social situations, in promoting children's externalizing and internalizing difficulties. While rejection sensitivity involving angry expectations of rejection has been shown to predict aggressive behavior in children (Downey et al., 1998), no empirical studies have been conducted on the proposed link between rejection

sensitivity in promoting children's internalizing difficulties over time (Downey, Khouri, & Feldman, 1997; Downey et al., 1998). An overreaching aim of the present study was to provide initial support for the hypothesis that sensitivity to rejection predicts increases in internalizing difficulties over time. Whereas it is important to determine whether rejection sensitivity predicts increases in internalizing difficulties in children, independent of initial internalizing difficulties, research has pointed to the need for examinations of bidirectional influences between contributing factors and internalizing outcomes (Coie, 1990; Parker & Asher, 1987). Thus, a secondary aim of this study was to examine possible bidirectional relationships between sensitivity to rejection and internalizing difficulties in children.

Information regarding sensitivity to rejection in children is important because it may enhance our understanding of children's peer relationship difficulties. According to the model of rejection sensitivity, children's sensitivity to rejection involves expectancies about rejection that are formed by prior rejecting experiences (Downey et al., 1998). In their current social interactions, expectancies about rejection are activated and guide their behavior. Such expectancies of rejection promote behaviors that result in troubled peer relationships. For example, in a recent study of children's interpersonal difficulties, children who angrily expected rejection reacted more negatively than others to ambiguously-intentioned rejection and were more likely to have relationship difficulties with their peers and teachers than other children (Downey et al., 1998). In addition, we argue that information about children's sensitivity to rejection may provide researchers and clinicians with clues as to which children are precluded from opportunities to develop healthy relationship skills. Rejection sensitivity may lead children to have

reduced investment and involvement in close friendships which may, in turn, limit these children from attaining the necessary social skills to acquire and maintain friendships (Downey, Bonica, & Rincon, 1997). Given the importance of peer friendships for normal social and cognitive growth, it is important to be able to identify children who are sensitive to rejection.

Information about children's sensitivity to rejection can also enhance our understanding of children's perceptions and attributions about social situations. For example, Downey and colleagues (1998) have shown that angry expectations of rejection are significantly correlated with perceptions of rejection and attributions of hostile intent. Consistent with these findings, Dodge and Sombor (1987) found that aggressive children who were led to expect peer rejection showed an increase in their tendency to perceive hostile intent in peers' negative or ambiguous behavior toward them. Because rejection sensitive children's expectancies may lead them to behave in ways that elicit rejection, their expectancies of rejection are likely to be reinforced. Information about children's sensitivity to rejection may help researchers and clinicians identify ways of interrupting this self-perpetuating process.

Drawing on Bowlby (1980), the model of rejection sensitivity proposes that when children's expressed needs are frequently met with rejection early in life, they become sensitive to rejection. Specifically, the model of rejection sensitivity proposes that intense as well as prolonged exposure to rejection by significant others prompts children to develop defensive expectations of rejection when they seek acceptance and support from others. Rejection expectancies are at the core of the model of rejection sensitivity. For some children, defensive expectations take the form of angry expectations of



rejection, and for others defensive expectations take the form of anxious expectations of rejection in social situations where rejection is possible. Children's defensive expectations of rejection make them hypervigilant for signs of rejection. When they encounter rejection cues, however minimal or ambiguous, they readily perceive intentional rejection and feel rejected.

In attempts to minimize their exposure to rejection, rejection sensitive children adopt maladaptive interpersonal styles. The two interpersonal styles which have been identified are an avoidance/withdrawal style and an overinvestment/aggressive style (Feldman & Downey, 1994). These two interpersonal styles have been previously described in several distinct literatures. These include psychodynamic and interpersonal theories of personality (e.g., Bowlby, 1969, 1973, 1980; Erickson, 1950; Horney, 1937; Sullivan, 1953), biological psychiatry (Davidson, Miller, Turnball, & Sullivan, 1982; Liebowitz, 1993) and cognitive theories of depression (Beck, 1973). The most comprehensive treatment of these two interpersonal styles is found in attachment theory (Ainsworth et al., 1978; Bartholomew & Horowitz, 1991; Bowlby, 1969, 1973, 1980; Hazan & Shaver, 1987). Drawing selectively from the attachment framework, the avoidance/withdrawal style is characterized by social anxiety, social withdrawal, and loneliness, whereas the overinvestment/aggressive style is characterized by aggression, dependency, and hostility, (Feldman & Downey, 1994; Downey et al., 1998). While the overinvestment/aggressive style has been investigated in rejection sensitive children (Downey et al., 1998), the present study is the first to examine the relationship between rejection sensitivity and avoidance/withdrawal style.

There is a basis in prior research for our prediction that rejection sensitivity leads to internalizing difficulties over time. The hypothesis that rejection sensitivity leads to increases in loneliness has specific support in the work of Renshaw & Brown (1993) who found children with negative attribution biases showed increases in loneliness over time. More general support for the notion that rejection sensitivity leads to increases in loneliness is provided by work showing that the experience of chronic rejection leads to increases in internalizing outcomes (Panak & Garber, 1992), including increases in loneliness (Burkes et. al., 1995; Renshaw & Brown, 1993). Additional support comes from work showing that, victimization, a form of rejection, showing that this experience leads to increases in loneliness over time for some children (Hodges, Malone & Perry, 1997; Hodges, Boivin, Vitaro & Bukowski, 1999; Kochenderfer & Ladd, 1996; Olweus, 1993). Also consistent with our hypothesis that angry and anxious expectations of rejection promotes loneliness is the finding that both aggressive rejected kids and shy rejected kids are lonelier than their nonrejected peers (Asher & Wheeler, 1985; Cassidy & Asher, 1992). Whereas support for our hypotheses about angry and anxious expectations leading to loneliness is consistent with the literature on loneliness and rejection, support for our hypothesis that anxious expectations leads to social anxiety is consistent with the work on children's social anxiety and social withdrawal. Support is provided by work on withdrawn rejected children (e.g. peer rejected children who are socially anxious and withdrawn) showing increases in social anxiety, social withdrawal over time (Boivin & Hymel, 1997; Rubin, LeMare, & Lollis, 1990). Further support is provided by the work of Chansky & Kendall (1997) documenting that anxiety-disordered children reported significantly more negative social expectancies, lower social

competence, and social anxiety than controls. Also consistent with our hypothesis, is the work of Bell-Dolan's (1995) study that found anxious children make hostile attribution biases and show unassertive responses to perceived rejection. Additional support comes from work showing social anxiety is related to perceived lower social acceptance and peer rejection in children (La Greca & Stone, 1993). Given this evidence, it seems plausible that rejection sensitivity would predict increases in internalizing outcomes. Because empirical support for this proposed theoretical link is missing, the present study is the first to investigate rejection sensitivity as a predictor of increases in internalizing difficulties.

Research has provided evidence that internalizing difficulties (loneliness, social anxiety, and social withdrawal) are detrimental to children's social and emotional development (Asher & Wheeler, 1985; Crick & Ladd, 1993; Rubin, Chen, McDougall, Bowker & McKinnon, 1995), are associated with peer rejection (Burkes et al, 1995; Crick & Ladd, 1993) are associated with peer victimization (Kochenderfer & Ladd, 1996; Olweus, 1993) contribute to negative self-regard and insecurity (Rubin et al., 1995) and contribute to disengagement in social situations (La Greca, Dandes, Wick, Shaw, & Stone, 1988). Because these studies have found internalizing difficulties to be linked to maladjustment, understanding the processes that lead to these manifestations of internalizing problems and put children at risk for maladjustment is important. Prospective longitudinal studies are badly needed to examine additional processes that are involved in the prediction of children's internalizing outcomes. The present study used such a design.

Whereas our model concentrates on expectations of rejection as leading to increases in later internalizing difficulties, we also recognize the possible bidirectionality of the relationship between rejection sensitivity and internalizing difficulties. While we suggest that at any single point in time expectations of rejection predict increases in later internalizing difficulties, the processes may be cumulative such that expectations of rejection, once established, contribute to increases in internalizing difficulties which, in turn, may promote increases in sensitivity to rejection. Consistent with this argument, several researches have suggested bidirectional influences between peer relationship difficulties and internalizing and externalizing problems (Boivin, Hymel, & Bukowski, 1995; Coie, 1990; DeRosier, Kupersmidt, & Patterson, 1994; Eagen & Perry, 1998; Parker & Asher, 1987).

#### Goals of the Current Study

The primary aim of this study was to examine sensitivity to rejection in predicting increases in internalizing outcomes during middle childhood. This is a life stage during which issues of acceptance and rejection by peers are especially salient and, thus, are likely to be particularly important influences on internalizing difficulties. We propose that children's internalizing responses are, in part, an expression of their affective and behavioral reaction to perceived rejection. While we posit that children's sensitivity to rejection leads to increases in loneliness, social withdrawal and social anxiety, we also posit that the form of rejection sensitivity (angry expectations of rejection or anxious expectations of rejection) will be influential in determining the type of internalizing difficulties the child experiences. This hypothesis stems from the model of rejection sensitivity which posits that the two forms of expectations of rejection (angry or anxious)



each activate a distinct interpersonal style. Specifically, we hypothesize rejection sensitivity involving angry expectations predicts increases in feelings of loneliness over time. We further hypothesize rejection sensitivity involving anxious expectations predicts increases in feelings of loneliness, social anxiety, and social withdrawal over time.

Bidirectional relationships. Although our primary objective was to investigate rejection sensitivity as a predictor of internalizing difficulties, the longitudinal nature of our study design allowed us to pursue secondary research goals. One such goal was to examine the possible bidirectional nature of rejection sensitivity and internalizing difficulties. Specifically, we examined whether children's feelings of loneliness would lead to increases in sensitivity to rejection involving both angry and anxious expectations of rejection over time. We also examined whether social anxiety and social withdrawal would lead to increases in rejection sensitivity involving angry and anxious expectations of rejection over time.

Anxious Expectations Component of the Rejection Sensitivity Questionnaire. A third goal of this study was to examine the psychometric properties of the anxious expectations component of the Children's Rejection Sensitivity Questionnaire (Downey et al., 1998). Although in this paper we focus on both angry and anxious expectations of rejection, the anxious expectations of rejection component of rejection sensitivity, has not been examined.



## CHAPTER 2

### METHOD

#### Participants

Participants were 171 6th graders attending a public school serving an economically disadvantaged inner city neighborhood. Approximately 70% of the sample was Hispanic, 20% was African American, 5% was Asian, and 5% were other ethnic groups. The entire 6th grade was invited to participate in the study, and a parental consent form was sent home with each adolescent. Each participant returned a signed parental consent form (consent rate was above 85%). At follow-up, 148 6th graders of the original 171 participants were available. Of these 148 participants available at Time 2, analyses on the link between expectations of rejection and loneliness involved 121 sixth graders. The 29% attrition rate was due primarily to missing data because of absenteeism and incomplete questionnaires as well as students moving to nonparticipating schools. Of the 148 participants available at Time 2, analyses on the link between expectations of rejection, social anxiety, and social withdrawal involved 88 sixth graders. The 48% attrition rate was due primarily to an administrative error in which I inadvertently did not collect social anxiety and social withdrawal data from one classroom at Time 2 as well as absenteeism, incomplete questionnaires, and participants moving to other schools. However, selective attrition was not evident in that participants who continued to participate in the second wave of data collection did not significantly differ from those who did not continue to participate on initial levels of the primary variables of interest (expectations of rejection, loneliness, social anxiety, and social withdrawal).

## Procedure

The study was conducted in November 1996, Time 1, and 4 months later in February 1997, Time 2, with all data collection occurring within a two-week period at each time. At both Time 1 and Time 2, participants completed three questionnaires in their classroom during two 50 min. sessions (session A and session B): a rejection sensitivity questionnaire, a loneliness measure, and a measure of social anxiety and social withdrawal. A trained research assistant read the questionnaires aloud while two other research assistants remained in the classroom to assist in the distribution and collection of questionnaires.

## Self-Report Measures

Rejection Sensitivity. The Children's Rejection Sensitivity Questionnaire (CRSQ; Downey et. al., 1997) was used to assess children's rejection sensitivity in terms of anxious or angry expectations of rejection (see Appendix A). The scale consists of twelve hypothetical interpersonal situations, 6 situations involve peers and 6 situations involve teachers, with the potential for positive or negative outcomes. The measure first asks the participant to indicate their degree of anxiety about the outcome on a 6-point scale, then indicate their degree of anger on a 6-point scale, and finally indicate their outcome expectations on a 6-point scale. A score for angry expectations of rejection for each situation is generated by multiplying the expected likelihood of rejection by the degree of anger over its occurrence. A score for anxious expectations of rejection for each situation is similarly generated by multiplying the expected likelihood of rejection by the degree of nervousness over its occurrence. The final scores of angry and anxious expectations of are determined by the average scores for each of the 12 situations. The

angry expectations component of the rejections sensitivity questionnaire has been shown to have good internal consistency (Cronbach's  $\alpha = .79$ ; see Downey et al., 1998) and validity (Downey et al., 1998). In this study, Cronbach's  $\alpha$  for Time 1 and Time 2 angry expectations of rejection were, respectively, .76 and .78. Cronbach's  $\alpha$  for Time 1 and Time 2 anxious expectations of rejection were, respectively, .76 and .81.

Loneliness. Children's feelings of loneliness and social dissatisfaction within the classroom were assessed using the Asher and Wheeler (1985) Loneliness and Social Dissatisfaction Questionnaire, LSDC, a 16-item self-report scale. For example, participants were asked to respond to the statement, "I feel alone at school" (see Appendix B for measure). Possible responses to each item range from 1 (Not at all true about me) to 5 (Always true about me). Children's responses to the loneliness items were summed yielding total scores that could range from 16 (low loneliness) to 80 (high loneliness). Previous research has demonstrated this measure has good internal consistency (Cronbach's  $\alpha = .90$ ; see Asher & Wheeler, 1985; Asher et al., 1990). In this study, Cronbach's  $\alpha$  for Time 1 and Time 2 feelings of loneliness were, respectively, .84 and .87.

Social anxiety and social withdrawal. A 20-item measure was developed to assess social anxiety and a social withdrawal that included two subscales, a 13-item social anxiety subscale and a 7-item social withdrawal subscale (see Appendix C). The 13-item social anxiety subscale was adapted from two subscales (fear of negative evaluation, FNE; and social avoidance and distress-general, SAD-G) of the Social Anxiety Scale for Children Revised, SASC-R, (La Greca, et al., 1988; La Greca & Stone, 1993) an instrument with demonstrated reliability and validity (La Greca & Stone,

1993). The measure was adapted because we were interested in only the subscales that measured fear of negative evaluation and children's social anxiety and distress in general. In addition, in efforts to make the measure more appropriate for 6th graders and to be clearer about the meaning of the word "tease," three of the items were reworded. In one item the word "children" was changed to "kids". The word "teased" was changed to the phrase "kids calling me names." The phrase "invite kids over to my house" was changed to "ask other kids to do things with me." Recently, a Social Anxiety Scale for Adolescents (SAS-A, La Greca & Lopez, 1998) was developed incorporating similar changes that we made to the FNE and SAD-G subscales to make the measure more developmentally appropriate for adolescents. At the time of the study, the SAS-A, was not available. Possible responses to these items range from 1 (Not at all true about me) to 5 (True about me all the time). Scores could range from 13 to 61, where high scores indicated greater anxiety. Each child's total score was used in subsequent analysis. Cronbach's alpha for Time 1 and Time 2 social anxiety were, respectively, .84 and .89.

The 7-item social withdrawal subscale was developed to assess social withdrawal based on the social avoidance subscale of the Franke and Hymel (1984) Social Anxiety and Social Avoidance Scale, an instrument with demonstrated reliability and validity (Crick & Ladd, 1993; Frank & Hymel, 1984). The measure was adapted in efforts to assess children's preference for social withdrawal and to assess social withdrawal in the classroom and the lunchroom. For example, the sentence "I'd rather do something by myself than do it with other kids" was changed to "I'd rather eat by myself in the lunchroom than with others." The phrase "I like being with kids" was changed to "I like being with kids in the classroom." Adaptations to Franke and Hymel's (1984) social

avoidance subscale are consistent with Rubin and colleagues conceptualization of social withdrawal (Rubin et al., 1995; Rubin, Chen, & Hymel, 1993). Possible responses range from 1 (Not at all true about me) to 5 (Always true about me). Scores could range from 7 to 35, where high scores indicated greater social withdrawal. Each child's total score was used in subsequent analysis. Cronbach's alpha for Time 1 and Time 2 were, respectively, .74 and .79.



## CHAPTER 3

### RESULTS

#### Factor analysis

We examined the factor structure of the 12 items comprising the angry expectations component of the CRSQ. In order to examine whether one factor would include the 6 peer items and the second factor would include the 6 teacher items, we set the principal components factor analysis with varimax rotation to produce 2 factors. The results of the factor analysis did not match with our expected theoretical outcome. The first factor had an eigenvalue of 2.48 and the second factor had an eigenvalue of 1.72. While all of the items loaded at .35 or higher on one of the two factors, double loadings were found for items 3, and 9. Factor loadings and other descriptive information on the angry expectations component are presented in Table 1.

We also examined the factor structure of the 12 items of the anxious expectations component of the CRSQ. In order to examine whether one factor would include the 6 peer items and the second factor would include the 6 teacher items, we set the principal components factor analysis with varimax rotation to produce 2 factors. As with angry expectations, the results of this factor analysis did not match with our expected theoretical outcome. The first factor had an eigenvalue of 2.77 and the second factor had an eigenvalue of 1.90. While all of the items loaded at .35 or higher, double loadings were found for item 5 and item 11. Factor loadings and other descriptive information on the measure are presented in Table 2.

The factor analysis of the loneliness measure produced a primary factor with factor loadings of .30 or greater. The findings of our factor analysis that were similar to those reported by Asher and Wheeler (1985).

Children's responses to the social anxiety and social withdrawal questionnaire were also subject to factor analysis (varimax rotation). Results, presented in Table 3, replicated those obtained in a larger study ( $n=413$ ) (Bonica & Downey, 1997). The factor analysis produced two factors, one labeled social anxiety, and the other labeled social withdrawal. The social anxiety factor had an eigenvalue of 5.2, which assessed the degree to which children felt anxious or worried about their interactions with peers. The social anxiety items loaded on one factor (loadings ranging from .39 to .74 with the exception of one item that had a loading of .14). This item with a .14 factor loading was excluded from the social anxiety items and was not used in the regression analysis. The factor, labeled social withdrawal, had an eigenvalue of 2.4, which assessed children's preferences for being alone rather than with their peers at school and their tendency to avoid social interaction at school. The social withdrawal items loaded on one factor (loadings ranged from .43 to .69).

Means and Correlations among the components of rejection sensitivity, loneliness, social anxiety, and social withdrawal

Table 4 presents the means and standard deviations of the variables at Time 1, both for the entire sample, and by gender. Girls had significantly higher anxious expectations scores than boys at Time 1 ( $p < .05$ ). Girls also had significantly higher social anxiety scores than boys at Time 1 ( $p < .05$ ). This finding is consistent with work on gender differences in social anxiety (La Greca & Stone, 1993). Table 5 presents the correlations among the variables at Time 1 for the entire sample, and by gender. The

relationships between the variables were fairly similar for boys and girls, with a few notable exceptions. One point of contrast was Time 1 anxious expectations of rejection was significantly related to Time 1 loneliness for girls but not for boys. Another point of contrast was Time 1 anxious expectations of rejection was significantly related to Time 1 social withdrawal for boys but not for girls. Table 6 presents the correlations among the variables at Time 1 and Time 2 for the entire sample, and by gender. The relationships between the variables were fairly similar for boys and girls, with a few exceptions. For example, Time 1 angry expectations of rejection was significantly related to Time 2 social withdrawal for boys but not for girls.

#### Angry Expectations of Rejection and Increases in Loneliness, Social Anxiety, and Social Withdrawal

Three regression analyses were performed to test whether sex had a moderating effect on the relationship between Time 1 angry expectations of rejection and the three internalizing problems at Time 2. In these regression analyses, the Time 1 internalizing problem and Time 1 angry expectations of rejection was entered along with sex and the Time 1 angry expectation by sex interaction term. In these regression analyses, Time 1 angry expectations of rejection was centered as recommended by Jaccard, Turrisi, & Wan, (1990). If the interaction term was not significant, a second regression analysis was performed to test whether Time 1 angry expectations of rejection would predict increases in each of the three internalizing problems at Time 2. In each of these analyses, we regressed the Time 2 internalizing problem on Time 1 angry expectations of rejection, controlling for the Time 1 internalizing problem and sex. Table 7 displays the unstandardized regression coefficients predicting increases in Time 2 internalizing difficulties by angry expectations of rejection.

In the regression analysis to test whether sex interacted with angry expectations of rejection to predict Time 2 loneliness, the interaction term was not significant. In the second regression, as predicted, Time 1 angry expectations of rejection significantly predicted increases in Time 2 loneliness. This indicates a one unit increase in Time 1 angry expectations of rejection predicted a .73 increase in Time 2 loneliness, holding all other independent variables constant. In the regression analysis to test whether sex interacted with Time 1 angry expectations of rejection to predict Time 2 loneliness, the interaction term also failed to reach significance. In the second regression analysis, Time 1 angry expectations of rejection did not significantly predict increases in social anxiety at Time 2. The results of the regression to test whether sex would interaction with angry expectations of rejection at Time 1 to predict increases in Time 2 social withdrawal revealed that the angry expectation by sex interaction term was not significant. In the second regression analysis, angry expectations of rejection at Time 1 did not significantly predict increases in social withdrawal at Time 2. However, the results of these analysis suggest a trend in Time 1 angry expectations of rejection predicting increases in social withdrawal at Time 2.

#### Anxious Expectations of Rejection and Increases in Loneliness, Social Anxiety, and Social Withdrawal

Three regression analyses were performed to test whether sex had a moderating effect on the relationship between Time 1 anxious expectations of rejection and the three internalizing problems at Time 2. In these regression analyses, the Time 1 internalizing problem and anxious expectations of rejection at Time 1 was entered along with sex and the Time 1 anxious expectation by sex interaction term. In these regression analyses, Time 1 anxious expectations of rejection was centered as recommended by Jaccard,

Turrisi, & Wan (1990). If the interaction term was not significant, the interaction term was removed and a second regression analysis was performed to test whether anxious expectations of rejection at Time 1 would predict increases in each of the three internalizing problems at Time 2. For each of these analyses, we regressed the Time 2 internalizing problem on anxious expectations of rejection at Time 1, controlling for the Time 1 internalizing problem and sex. Table 8 displays the unstandardized regression coefficients predicting increases in Time 2 internalizing difficulties by anxious expectations of rejection.

The interaction term in the regression analysis to test whether Time 1 anxious expectations of rejection would interact with sex to predict Time 2 loneliness was significant. This interaction effect indicates that a one unit change in anxious expectations of rejection predicted a 1.2 increase in Time 2 loneliness for boys and a 1.9 increase in Time 2 loneliness for girls, holding Time 1 loneliness and sex constant.

The interaction term in the regression analysis to examine a possible interaction between sex and Time 1 anxious expectations in predicting increases in Time 2 social anxiety was not significant. As predicted, Time 1 anxious expectations of rejection significantly predicted increases in Time 2 social anxiety. This main effect indicates a one unit increase in Time 1 anxious expectations of rejection predicted a .57 increase in Time 2 social anxiety. In the regression analysis to test whether sex moderated the relationship between Time 1 anxious expectation and sex in predicting social withdrawal, the interaction term was not significant. In the second regression analysis, as predicted, Time 1 anxious expectations of rejection significantly predicted increases in Time 2



social withdrawal. This main effect indicated that Time 2 social withdrawal is predicted to change .39 units given a one unit change in Time 1 anxious expectations of rejection.

#### Internalizing Difficulties and Increases in Angry Expectations of Rejection

To examine the bidirectional relationship between loneliness and angry expectations of rejection, we performed three analyses to test whether sex had a moderating effect on the relationship between the Time 1 internalizing problem and angry expectations of rejection at Time 2. In these regression analyses, the Time 1 internalizing variable was centered as recommended by Jaccard, Turrissi, & Wan (1990). If the interaction term was not significant, we performed three additional regression analyses, removing the interaction term, to evaluate whether internalizing problems predicted increases in angry expectations of rejection over time. For each analysis, we regressed Time 2 angry expectations of rejection on the Time 1 internalizing problem, controlling for Time 1 angry expectations of rejection and sex.

In the regression analysis to examine the moderating relationship between sex and Time 1 loneliness in predicting increases in Time 2 angry expectations of rejection, the interaction term was not significant. In the second regression analysis, Time 1 loneliness significantly predicted increases in angry expectations of rejection at Time 2 (see Table 9). This indicates that a one unit change in loneliness predicted a .08 increase in angry expectations of rejection. Next, we examined whether sex moderated the relationship between Time 1 social anxiety and increases in Time 2 angry expectations of rejection. The social anxiety by sex interaction term failed to reach significance. In the second regression analysis, social anxiety at Time 1 significantly predicted increases in angry expectations of rejection at Time 2 (see Table 10). This main effect indicates that a one

unit change in social anxiety predicted a .09 increase in Time 2 angry expectations of rejection. The results of the regression analysis testing whether sex moderated the relationship between Time 1 social withdrawal in predicting increases in Time 2 angry expectations of rejection revealed the social withdrawal by sex interaction term was not significant (see Table 11). In the second regression, Time 2 social withdrawal did not significantly predict increases in Time 2 angry expectations of rejection.

#### Internalizing Difficulties and Increases in Anxious Expectations of Rejection

To examine the bidirectional relationship between internalizing and anxious expectations of rejection, we performed three analyses to test whether sex had a moderating effect on the relationship between the Time 1 internalizing problem and anxious expectations of rejection at Time 2. In these regression analyses, the Time 1 internalizing variable was centered as recommended by Jaccard, Turrisi, & Wan (1990). If the interaction was not significant, we performed three additional regression analyses, removing the interaction term, to evaluate whether the internalizing problem predicted increases in anxious expectations of rejection at Time 2. For each analysis, we regressed anxious expectations of rejection at Time 2 on the internalizing problem at Time 1, controlling for angry expectations of rejection at Time 1 and sex.

In the regression analysis to examine the moderating relationship between sex and Time 1 loneliness in predicting increases in Time 2 angry expectations of rejection, the Time 1 loneliness by sex interaction term was not significant. In the second regression, Time 1 loneliness significantly predicted increases in anxious expectations of rejection at Time 2 (see Table 9). This main effect indicates that a one unit change in loneliness predicts a .12 increase in anxious expectations of rejection, holding sex and Time 1

anxious expectations of rejection constant. We also examined whether sex moderated the relationship between Time 1 social anxiety and increases in Time 2 angry expectations of rejection. The social anxiety by sex interaction term failed to reach significance. In the second regression analysis, Time 1 social anxiety did not significantly predict increases in Time 2 anxious expectations of rejection (see Table 10). The results of the regression analysis testing whether sex moderated the relationship between Time 1 social withdrawal in predicting increases in Time 2 angry expectations of rejection revealed the social withdrawal by sex interaction term was not significant. In the second regression analysis, Time 1 social withdrawal did not significantly predict increases in anxious expectations of rejection at Time 2 (see Table 11).

Table 1. Factor loadings for CRSQ items tapping the angry expectations of rejection component of rejection sensitivity (n=142)

<u>Item</u>	<u>Factor Loading</u>	
	<u>Factor 1</u>	<u>Factor 2</u>
<b>A. Angry expectations of rejection</b>		
1. You wonder if the kid will show up to give you the money.		.62
2. You wonder if those kids are talking about you.		.69
3. You wonder if the teacher will believe you.	.37	.44
4. You wonder if your friend will want to talk to you.		.41
5. You wonder if the teacher will choose you to meet the famous guest.	.69	
6. You wonder if the new kid will want to talk to you.	.38	
7. You wonder if the teacher will choose you to help plan the party.	.67	
8. You wonder if the kids will stop and help you.	.61	
9. You wonder if the teacher will let you take home the video this time.	.57	.37
10. You wonder if the kids will want you for their group.	.37	
11. You wonder if the teacher will help you with your math.	.62	
12. You wonder if the teacher was talking about you.		.53
Mean (SD)	9.1 (4.0)	
Range	1.3 - 19.8	

Table 2. Factor loadings for CRSQ items tapping the anxious expectations of rejection component of rejection sensitivity (n=142)

Item	Factor Loading	
	Factor 1	Factor 2
<b>A. Anxious expectations of rejection</b>		
1. You wonder if the kid will show up to give you the money.		.48
2. You wonder if those kids are talking about you.		.67
3. You wonder if the teacher will believe you.		.57
4. You wonder if your friend will want to talk to you.	.45	
5. You wonder if the teacher will choose you to meet the famous guest.	.44	.37
6. You wonder if the new kid will want to talk to you.	.75	
7. You wonder if the teacher will choose you to help plan the party.	.61	
8. You wonder if the kids will stop and help you.	.63	
9. You wonder if the teacher will let you take home the video this time.	.62	
10. You wonder if the kids will want you for their group.	.63	
11. You wonder if the teacher will help you with your math.	.37	.46
12. You wonder if the teacher was talking about you.		.64
Mean (SD)	8.5 (4.2)	
Range	1.4 - 20.8	



Table 3. Factor loadings of social anxiety and social withdrawal items greater than .35

<u>Factor loading</u>	<u>Item</u>
	<b><u>Social Anxiety</u></b>
.67	I worry about what others say about me.
.68	I worry what others think of me.
.67	I'm afraid that others won't like me.
.74	I worry that others don't like me.
.72	I feel that other kids are making fun of me.
.46	I feel that other kids talk about me behind my back.
.63	If I get into an argument with another kid, I worry that the other person won't like me.
.70	I worry about other kids calling me names.
.51	I worry about other kids pushing me around.
.39	It's hard for me to ask others to do things with me.
.49	I feel shy even with kids I know very well.
.14	I am quiet when I am with a group of kids.
.48	I'm afraid to ask other kids to do things with me because they might say no.
	<b><u>Social Withdrawal</u></b>
.61	I like to do things by myself.
.68	I'd rather do things with myself with others.
.55	I like to be with others in the classroom.
.69	I like to eat alone during lunch.
.68	I'd rather eat by myself in the lunchroom than with others.
.59	I often try to get away from all the other kids.
.43	I often hope the other kids won't notice me.

Table 4. Means and standard deviations of angry expectations of rejection, anxious expectations of rejection, loneliness, social anxiety, and social withdrawal at Time 1

<u>Time 1 Variables</u>	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Angry expectations of rejection	9.1	4.1	9.1	4.1	9.1	3.9
Anxious expectations of rejection *	8.5	4.4	7.6	4.4	9.4	4.4
Loneliness	30.0	10.8	30.3	10.9	29.8	10.9
Social Anxiety*	28.7	10.7	26.1	10.2	31.2	10.7
Social Withdrawal	13.3	5.2	12.9	4.9	13.7	6.8

Note. \*p < .05

Table 5. Correlations of angry expectations of rejection, anxious expectations of rejection, loneliness, social anxiety, and social withdrawal at Time 1

All children					
	1	2	3	4	5
1. Angry Expectations of Rejection	—				
2. Anxious Expectations of Rejection	.72***	—			
3. Loneliness	.32***	.27**	—		
4. Social Anxiety	.49***	.50***	.51***	—	
5. Social Withdrawal	.11	.13	.28**	.23***	—

Girls and boys					
	1	2	3	4	5
1. Angry Expectations of Rejection	—	.77***	.37**	.57***	-.11
2. Anxious Expectations of Rejection	.71***	—	.38**	.57***	-.11
3. Loneliness	.27*	.18*	—		
4. Social Anxiety	.43**	.34*	.32*	—	
5. Social Withdrawal	.37*	.46**	.19	.39**	—

Note. Girls are above diagonal; boys below diagonal.

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ .

Table 6. Correlations of angry expectations of rejection, anxious expectations of rejection, loneliness, social anxiety, and social withdrawal at Time 1 and Time 2

Time 1	Time 2				
	1	2	3	4	5
1. Angry Expectations of rejection	<u>.59***</u>				
2. Anxious Expectations of rejection	.56***	<u>.31*</u>			
3. Loneliness	.39***	.46***	<u>.62***</u>		
4. Social Anxiety	.45***	.38***	.53***	<u>.64***</u>	
5. Social Withdrawal	.19	.06	.01	.04	<u>.29**</u>
Girls and boys					
	1	2	3	4	5
1. Angry Expectations of Rejection	<u>.67**</u> .51***	.57**	.53**	.48**	.23
2. Anxious Expectations of Rejection	.41***	<u>.53***</u> .48***	.54**	.51**	.29*
3. Loneliness	.29*	.37**	<u>.60***</u> .67**	.38**	.31*
4. Social Anxiety	.49**	.31*	.42**	<u>.71***</u> .59***	.33*
5. Social withdrawal	.41**	.26	.14	.39**	<u>.21</u> .41**

Note. Girls are above diagonal; boys below diagonal.

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ .

Table 7. Unstandardized regression coefficients linking Time 1 angry expectations of rejection with increases in loneliness, social anxiety, and social withdrawal at Time 1

Time 2, Dependent Variables	Time 1, Predictor Variables			
	Angry Expectations of Rejection X Sex		Angry Expectations of Rejection	
	B	SEb	B	SEb
Loneliness	.51	.37	.73	.19
Social Anxiety	.72	.42	.23	.24
Social Withdrawal	.34	.29	.27	.14
			p<	p<
			.17	.0003
			.09	.36
			.25	.06

*Note:* Loneliness  $n = 121$ , Social Anxiety and Social Withdrawal  $n = 88$ , all analyses included sex and Time 1 value of the dependent variable as control variables.



Table 8. Unstandardized regression coefficients linking Time 1 anxious expectations of rejection with increases in loneliness, social anxiety, and social withdrawal at Time 2

Time 2, Dependent Variables	Time 1, Predictor Variables					
	Anxious Expectations of Rejection X Sex			Anxious Expectations of Rejection		
	B	SEb	p<	B	SEb	p<
Loneliness	.73	.36	.04			
Social Anxiety	.36	.40	.37	.57	.23	.01
Social Withdrawal	.24	.28	.40	.39	.14	.005

*Note:* Loneliness  $n = 121$ , Social Anxiety and Social Withdrawal  $n = 88$ , all analyses included sex and Time 1 value of the dependent variable as control variables.

Table 9. Unstandardized regression coefficients linking Time 1 loneliness with angry and anxious expectations of rejection at Time 2

Time 1, Predictor Variables						
Time 2, Dependent Variables	Loneliness X Sex			Loneliness		
	B	SEb	p<	B	SEb	p<
Angry Expectations of Rejection	.03	.05	.58	.08	.02	.0003
Anxious Expectations of Rejection	.04	.05	.40	.12	.03	.0001

Note: Loneliness n =121, all analyses included sex and Time 1 value of the dependent variable as control variables.

Table 10. Unstandardized regression coefficients linking Time 1 social anxiety with angry and anxious expectations of rejection at Time 2

Time 1, Predictor Variables					
Time 2, Dependent Variables	Social Anxiety X Sex			Social Anxiety	
	B	SEb	p<	B	SEb p<
Angry Expectations of Rejection	-.05	.06	.41	.09	.04 .01
Anxious Expectations of Rejection	-.01	.07	.93	.05	.04 .23

Note: Social Anxiety n = 88, all analyses included sex and Time 1 value of the dependent variable as control variables.

Table 11. Unstandardized regression coefficients linking Time 1 social withdrawal with angry and anxious expectations of rejection at Time 2

Time 2, Dependent Variables	Time 1, Predictor Variables				
	Social Withdrawal X Sex			Social Withdrawal	
	B	SEb	p<	B	SEb p<
Angry Expectations of Rejection	-.16	.14	.26	.09	.07 .15
Anxious Expectations of Rejection	-.02	.16	.89	-.01	.07 .88

Note: Social Withdrawal n=88, all analyses included sex and Time 1 value of the dependent variable as control variables.

## CHAPTER 4

### DISCUSSION

Results of the present study provide initial evidence for our hypothesis that angry and anxious expectations of rejection promote increases in several forms of internalizing difficulties over time. Angry expectations of rejection predicted increases in loneliness over four months. Anxious expectations also predicted increases in loneliness, although only for girls. In addition, anxious expectations of rejection predicted increases in social anxiety and social withdrawal over time. The results of the present study also indicate a bidirectional relationship between expectations of rejection and loneliness. That is, angry and anxious expectations of rejection lead to increases in feelings of loneliness, and feelings of loneliness predicted increases in angry and anxious expectations of rejection. Further, social anxiety predicted increases in angry expectations of rejection over time. Finally, the results provide initial support for the anxious expectations component of the CRSQ.

Our findings that angry and anxious expectations of rejection lead to increases in loneliness over time lend support to the conceptualization of social cognitions as a causal process contributing to children's later internalizing difficulties (Boivin & Hymel, 1997; Crick & Ladd, 1993). Furthermore, the finding that expectations of rejection lead to increases in loneliness, provides additional support for the argument that lonely individuals exhibit a negative bias in their interpretation of social events (Renshaw & Brown, 1993). Whereas Renshaw & Brown (1993) demonstrated that social cognitive processes involving an internal-stable attributional style to social rebuke predicted higher



levels of future loneliness, our study is the first empirical investigation to find evidence that the processes that predict future loneliness are different for boys and girls.

The study's findings that anxious expectations of rejection predicted increases in social anxiety over time provides support for a unidirectional relationship between anxious expectations leading to increases in feelings of social anxiety. These results also show that while girls had higher initial levels of social anxiety and anxious expectations of rejection, sex did not moderate the relationship between anxious expectations of rejection and increases in social anxiety. Although worry about interpersonal concerns is a characteristic of anxious boys and girls (La Greca et al., 1988; La Greca & Stone, 1993; Frank & Hymel, 1985), this study has found initial support that anxious expectations of rejection predict increases in social anxiety beyond children's initial level of social anxiety. These results are also consistent with work of Crick and Ladd (1993) which found that children's self-perceptions are related to social anxiety as well as to feelings of loneliness and social withdrawal. Moreover, the present findings extend prior investigations of the relationship between children's social perceptions and social anxiety by examining expectations of rejection as predictive, rather than concurrent correlates of internalizing difficulties.

The results of the present study also document the role of anxious expectations of rejection in predicting increases in social withdrawal. This finding lends support to the conceptualized link between social cognitions and social withdrawal (Rubin, Stewart, & Coplan, 1995). Yet, our results extend prior investigations by highlighting the fact that anxious expectations of rejection predicted increases in social withdrawal beyond children's initial levels of social withdrawal. Further, a trend was observed in angry

expectations of rejection predicting increases in social withdrawal over time. Perhaps the cumulative experiences of angrily expecting rejection and overreacting to rejection with aggression leads these children to be socially excluded from the peer group and, in turn, which prompts these children to actively withdraw over time.

Our findings are also consistent with recent longitudinal studies showing support that peer victimization, a form of rejection, leads to internalizing difficulties (Kochenderfer & Ladd, 1996; Eagen & Perry, 1998; Hodges et al., 1999; Rubin, LeMare, & Lollis, 1990). Although these studies document peer victimization as a pathway to internalizing difficulties, these studies do not consider other processes and contributing factors that are likely to lead to increases in internalizing outcomes. Thus, this study by examining rejection sensitivity as a mechanism that promotes internalizing outcomes, extends this line of investigation.

Interestingly, our results indicate that social anxiety predicted increases in angry expectations of rejection over time. One explanation is that the cumulative experience of social anxiety may prompt changes in children's expectations of rejection. An alternative explanation is that socially anxious children are socially incompetent which leads them to be chronically rejected and prompts angry expectations of rejection over time. This finding is consistent with Bell-Dolan's (1996) study that found anxious children make hostile attribution biases. Similarly, a recent study by Chansky & Kendall (1997) found that anxiety-disordered children reportedly significantly more negative social expectancies, lower social competence, and social anxiety than controls. However, while these studies have shown social anxiety as a concurrent predictor of social cognitions, our

study is the first empirical study examining rejection sensitivity and internalizing difficulties using a longitudinal design.

In light of the findings suggesting a bidirectional relationship between expectations of rejection and loneliness, research is needed to determine the developmental period in which the causal link between expectations of rejection and loneliness originates. Longitudinal investigations in early childhood are needed to address the sequential order of expectations of rejection and loneliness and other internalizing difficulties.

The results of the present study provide initial empirical evidence for Downey's and colleagues (Feldman & Downey, 1994; Downey et al., 1998) model that children who angrily or anxiously expect rejection in their social interactions are at risk for internalizing outcomes. An alternative but not mutually exclusive interpretation of these findings is that expectation of acceptance buffers children from increases in internalizing difficulties. The question remains as to whether or not expectations of rejection place children at increased risk for the development of clinical levels of psychopathology.

### Limitations

While the longitudinal design is a primary strength of this study, the relatively short nature of the design limits our ability to determine whether the increases in loneliness, social anxiety, and social withdrawal predicted by expectations of rejection will be maintained over longer periods. Further, because this study was not based on an experimental design we cannot conclude that expectations actually cause children to have increased feelings of loneliness and social anxiety and become socially withdrawn.

Although expectations of rejection were found to be predictive of increases in children's loneliness, social anxiety and social withdrawal, the results should be interpreted with caution because we relied only on self-reports of loneliness, social anxiety, and social withdrawal. Thus, our data may reflect shared method variance and reporting biases. While children's subjective experience of their peer relationships are essential for research examining children's expectations and feelings, the combination of self-reports, observational, teacher, and parental reports of internalizing difficulties may provide a more valid measure of these constructs. In particular, an observational measure of social withdrawal in combination with children's self-report of social withdrawal may reveal more information about whether the child actively withdraws from the peer group or is isolated by the peer group and whether the child enjoys being socially withdrawn.

Whereas angry expectations of rejection predicted increases in children's feelings of loneliness and anxious expectations predicted increases in loneliness in girls, the results should be interpreted with caution because in this study we were concerned only with children's loneliness in school. We cannot assume that expectations of rejection promote feelings of loneliness outside of school. This study does not consider whether angry and anxious expectations of rejection promote feelings of loneliness that children experience in neighborhood peer networks or from family relationships. Although loneliness in school is a meaningful concept for children (Asher, Hymel, & Renshaw, 1984; Asher & Wheeler, 1985), studies are needed to determine whether over the long term children with expectations of rejection may experience more severe loneliness outside of school than other children.



Prior research has demonstrated that the angry expectations component of the CRSQ has shown to be a reliable and valid measure (Downey et al., 1998). This study provides initial support for the reliability and validity of the anxious expectations component of the CRSQ. However, while this study offers initial empirical evidence, additional studies are needed to examine the reliability and construct validity of anxious expectations component of the CRSQ, especially with children's negative attribution biases.

In the present study, the participants were primarily economically disadvantaged Hispanic and African American children living in urban neighborhoods. Thus, the interpretation of our results cannot be assumed to be valid for populations who differ from these parameters. In the case of, minority children, such as majority of our sample participants, the study of expectations of rejection sensitivity leading to increases in internalizing difficulties needs further consideration. Participants in our study share a vulnerability to rejection and discrimination because they are members of negatively-stereotyped groups. Future research is necessary to investigate the implications of discrimination on children's sensitivity to rejection.

#### Issues for further research

While our findings, for the most part, support our predictions, several issues warrant further investigation. Research is needed to examine whether anxious and angry expectations of rejection promote other types of internalizing such as depression, low self-esteem, self-blame, submissiveness, or helplessness in children. Research is needed to examine whether the increases in internalizing problems documented in this study are maintained over longer periods of time. Another line of investigation is needed to



examine the relationship between expectations of rejection in clinical populations, especially anxious expectations of rejection of children with anxiety and mood disorders. Expectations of rejection may contribute to clinical levels of anxiety, depression, phobias, and avoidance behavior in children.

The issue of why some rejection-sensitive children experience anger whereas others experience anxiety in anticipation of potential rejection warrants investigation. One possible explanation proposed by Downey & Feldman (1996) is that different socialization contexts may influence the salience of anger over anxiety or vice versa. Research is needed to examine which socialization contexts foster angry expectations and which socialization contexts foster anxious expectations of rejection.

Our findings that rejection sensitivity leads to increases in internalizing difficulties imply the need to identify interventions to interrupt this process. Intervention research is needed to examine whether interventions that teach children how to generate alternative explanations, rather than perceiving rejection, in ambiguous peer interactions are effective in the prevention of internalizing difficulties. Also, providing children with experiences of acceptance are likely to foster expectations of acceptance, and improve the child's social skills.

Longitudinal studies are also needed to examine the relationship between expectations of rejection and possible adaptive features. Perhaps anxious expectations of rejection have an adaptive feature for some children dealing with peer relationship difficulties. One possible adaptive feature is that children who anxiously expect rejection by peers may avoid destructive friendships, instead, these children may focus on initiating and maintaining one friendship that provides acceptance. Consistent with this

argument, prior research has found that children with peer relationship difficulties, who have at least one friend, are buffered from later internalizing and externalizing difficulties (Asher, Parker, & Walker, 1996; Parker & Asher, 1993).

The belief that concern about acceptance and rejection contributes in crucial ways to children's internalizing difficulties has a theoretical basis in personality and developmental psychology. In this thesis, I contend that rejection sensitivity-- a disposition to angrily or anxiously expect, readily perceive, and overreact to rejection--is a pathway to increases in internalizing difficulties. The presented data substantiate the claim that both angry and anxious expectations of rejection have important implications for children's internalizing outcomes.

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4. Imagine you had a really bad fight the other day with a friend. Now you have a serious problem and you wish you had your friend to talk to. You decide to wait for your friend after class and talk with him/her. You wonder if your friend will want to talk to you.

How NERVOUS would you feel, RIGHT THEN, about whether or not your friend will want to talk to you and listen to your problem.

1	2	3	4	5	6
not nervous					very, very nervous

How MAD would you feel, RIGHT THEN, about whether or not your friend will want to talk to you and listen to your problem.

1	2	3	4	5	6
not mad					very, very mad

Do you think he/she will want to talk to you and listen to your problem?

1	2	3	4	5	6
YES!!!					NO!!!

5. Imagine that a famous person is coming to visit your school. Your teacher is going to pick five kids to meet this person. You wonder if she will choose you.

How NERVOUS would you feel, RIGHT THEN, about whether or not the teacher will choose you?

1	2	3	4	5	6
not nervous					very, very nervous

How MAD would you feel, RIGHT THEN, about whether or not the teacher will choose you?

1	2	3	4	5	6
not mad					very, very mad

Do you think the teacher will choose YOU to meet the special guest?

1	2	3	4	5	6
YES!!!					NO!!!

6. Imagine you have just moved and you are walking home from school. You wish you had someone to walk home with. You look up and see in front of you another kid from class, and you decide to walk up to this kid and start talking. As you rush to catch up, you wonder if he/she will want to talk to you.

How NERVOUS would you feel, RIGHT THEN, about whether or not he/she will want to talk to you?

1	2	3	4	5	6
not nervous					very, very nervous

How MAD would you feel, RIGHT THEN, about whether or not he/she will want to talk to you?

1	2	3	4	5	6
not mad					very, very mad

Do you think he/she will want to talk to you?

1	2	3	4	5	6
YES!!!					NO!!!

7. Now imagine that you're back in class. Your teacher asks for a volunteer to help plan a party for your class. Lots of kids raise their hands so you wonder if the teacher will choose YOU.

How NERVOUS would you feel, RIGHT THEN, about whether or not the teacher will choose you?

1 2 3 4 5 6  
not nervous very, very nervous

How MAD would you feel, RIGHT THEN, about whether or not the teacher will choose you?

1 2 3 4 5 6  
not mad very, very mad

Do you think the teacher will choose YOU ?

1 2 3 4 5 6  
YES!!! NO!!!

8. Imagine it's Saturday and you're carrying groceries home for your family. It is raining hard and you want to get home FAST. Suddenly, the paper bag you are carrying rips. All your food tumbles to the ground. You look up and see a couple of kids from your class walking quickly. You wonder if they will stop and help you.

How NERVOUS would you feel, RIGHT THEN, about whether or not those kids will want to stop and help you?

1 2 3 4 5 6  
not nervous very, very nervous

How MAD would you feel, RIGHT THEN, about whether or not those kids will want to stop and help you?

1 2 3 4 5 6  
not mad very, very mad

Do you think they will offer to help you?

1 2 3 4 5 6  
YES!!! NO!!!

9. Pretend you have moved and you are going to a different school. In this school, the teacher lets the kids in the class take home a video game to play with on the weekend. Every week so far, you have watched someone else take it home. You decide to ask the teacher if YOU can take home the video game this time. You wonder if she will let you have it.

How NERVOUS would you feel about whether or not the teacher will let you take the video game home this time?

1 2 3 4 5 6  
not nervous very, very nervous

How MAD would you feel, RIGHT THEN, about whether or not the teacher will let you take the video game home this time?

1 2 3 4 5 6  
not mad very, very mad

Do you think the teacher is going to let you take home the video game this time?

1 2 3 4 5 6  
YES!!! NO!!!



10. Imagine you're back in your classroom, and everyone is splitting up into six groups to work on a special project together. You sit there and watch lots of other kids getting picked. As you wait, you wonder if the kids will want you for their group.

How NERVOUS would you feel, RIGHT THEN, about whether or not they will choose you?

1 2 3 4 5 6  
not nervous very, very nervous

How MAD would you feel, RIGHT THEN, about whether or not they will choose you?

1 2 3 4 5 6  
not mad very, very mad

Do you think the kids in your class will choose you for their group?

1 2 3 4 5 6  
YES!!! NO!!!

11. Imagine that your family has moved to a different neighborhood, and you're going to a new school. Tomorrow is a big math test, and you are really worried because you don't understand this math at all! You decide to wait after class and speak to your teacher. You wonder if she will offer to help you.

How NERVOUS would you feel, RIGHT THEN, about whether or not the teacher will offer to help you?

1 2 3 4 5 6  
not nervous very, very nervous

How MAD would you feel, RIGHT THEN, about whether or not the teacher will offer to help you?

1 2 3 4 5 6  
not mad very, very mad

Do you think the teacher will offer to help you?

1 2 3 4 5 6  
YES!!! NO!!!

12. Imagine you're in the bathroom at school and you hear your teacher in the hallway outside talking about a student with another teacher. You hear her say that she really doesn't like having this child in her class. You wonder if she could be talking about YOU.

How NERVOUS would you feel, RIGHT THEN, about whether or not the teacher was talking about YOU?

1 2 3 4 5 6  
not nervous very, very nervous

How MAD would you feel, RIGHT THEN, about whether or not the teacher was talking about YOU.

1 2 3 4 5 6  
not mad very, very mad

Do you think the teacher probably meant YOU when she said there was a kid she didn't like having in the class?

1 2 3 4 5 6  
YES!!! NO!!!

# APPENDIX B

## LONELINESS AND SOCIAL DISSATISFACTION QUESTIONNAIRE

1. It's easy for me to make new friends at school.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

2. I like to read.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

3. I have nobody to talk to in my class.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

4. I'm good at working with other children in my class.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

5. I watch TV a lot.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

6. It's hard for me to make friends at school.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

7. I like school.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

8. I have lots of friends in my class.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

9. I feel alone at school.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

10. I can find a friend in my class when I need one.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

11. I play sports a lot.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

12. It's hard to get kids in school to like me.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

13. I like science.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

14. I don't have anyone to play with at school.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

15. I like music.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

16. I get along with my classmates.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

17. I feel left out of things at school.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me..	That's not true at all about me.
------------------------------	--	---------------------------------	------------------------------------	----------------------------------

18. There's no other kids I can go to when I need help in school.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

19. I like to paint and draw.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

20. I don't get along with other children in school.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

21. I'm lonely at school.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

22. I am well liked by the kids in my class.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

23. I like playing board games a lot.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------

a 24 I don't have any friends in class.

That's always true about me.	That's true about me most of the time.	That's sometimes true about me.	That's hardly ever true about me.	That's not true at all about me.
------------------------------	--	---------------------------------	-----------------------------------	----------------------------------



## APPENDIX C

### SOCIAL ANXIETY AND SOCIAL WITHDRAWAL QUESTIONNAIRE

Instructions: There are no right or wrong answers. Please answer each item as honestly as you can.

Use the numbers to show HOW MUCH YOU FEEL something is true for you:

- 1 = Not at all true about me
- 2 = Hardly ever true about me
- 3 = Sometimes true about me
- 4 = True about me most of the time
- 5 = True about me all the time

1. I like to do things by myself.

- |                                |                                 |                               |   |                                     |
|--------------------------------|---------------------------------|-------------------------------|---|-------------------------------------|
| 1                              | 2                               | 3                             | 4                                       | 5                                   |
| Not at all<br>true about<br>me | Hardly ever<br>true about<br>me | Sometimes<br>true about<br>me | True<br>about me<br>most of the<br>time | True<br>about me<br>me all the time |

2. I'd rather do things with myself than others.

- |                                |                                 |                               |   |                                     |
|--------------------------------|---------------------------------|-------------------------------|---|-------------------------------------|
| 1                              | 2                               | 3                             | 4                                       | 5                                   |
| Not at all<br>true about<br>me | Hardly ever<br>true about<br>me | Sometimes<br>true about<br>me | True<br>about me<br>most of the<br>time | True<br>about me<br>me all the time |

3. I like to be alone in the classroom.

- |                                |                                 |                               |   |                                     |
|--------------------------------|---------------------------------|-------------------------------|---|-------------------------------------|
| 1                              | 2                               | 3                             | 4                                       | 5                                   |
| Not at all<br>true about<br>me | Hardly ever<br>true about<br>me | Sometimes<br>true about<br>me | True<br>about me<br>most of the<br>time | True<br>about me<br>me all the time |

4. I like to eat alone during lunch.

- |                                |                                 |                               |   |                                     |
|--------------------------------|---------------------------------|-------------------------------|---|-------------------------------------|
| 1                              | 2                               | 3                             | 4                                       | 5                                   |
| Not at all<br>true about<br>me | Hardly ever<br>true about<br>me | Sometimes<br>true about<br>me | True<br>about me<br>most of the<br>time | True<br>about me<br>me all the time |

5. I'd rather eat by myself in the lunchroom than with others.

- |                                |                                 |                               |   |                                     |
|--------------------------------|---------------------------------|-------------------------------|---|-------------------------------------|
| 1                              | 2                               | 3                             | 4                                       | 5                                   |
| Not at all<br>true about<br>me | Hardly ever<br>true about<br>me | Sometimes<br>true about<br>me | True<br>about me<br>most of the<br>time | True<br>about me<br>me all the time |



6. I worry that others don't like me.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

7. I feel that other kids are making fun of me.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

8. I feel that other kids talk about me behind my back.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

9. If I get into an argument with another kid, I worry that the other person won't like me.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

10. I worry about other kids calling me names.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

11. I worry about other kids pushing me around.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

12. It's hard for me to ask others to do things with me.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

13. I feel shy even with kids I know very well.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

14. I'm afraid to ask other kids to do things with me because they might say no.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

15. I like to do things by myself.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

16. I'd rather do things with myself than others.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

17. I like being with kids in the classroom.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

18. I like to eat alone during lunch.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

19. I'd rather eat by myself in the lunchroom than with others.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

20. I am quiet when I am with a group of kids.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

21. I often try to get away from all the other kids.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time

22. I often hope the other kids won't notice me.

1  
Not at all  
true about  
me

2  
Hardly ever  
true about  
me

3  
Sometimes  
true about  
me

4  
True  
about me  
most of the  
time

5  
True  
about me  
me all the time



