# Interpretation Biases in Anxiety for Social and Performance Scenarios

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**Abstract**

The aim of the present study is to explore the nature of interpretation biases in childhood anxiety. By elaborating an anxiety-specific semantic content of vignette interview (relevant from the point of view of performance and social interactions), the present study emphasizes the fact that cognitive, emotional and behavioral reactions of anxious children require differential analysis in different life situations. The results show clearly the tendency of anxious children to react in a more sensitive manner than non-anxious children when faced with school performance and evaluation situations. The differences consist in a state of alertness for anxious children, which manifests itself most often in (a) predisposition to anticipate negative consequences of ambiguous situations, even when based on insufficient information, (b) overestimation of unpleasantness of consequences, (c) propensity to consider the negative consequences more likely than the positive ones, (d) and the low level of control in such situations. Results also demonstrate that acceptance by peers and their social support moderates the association between anxiety and self-efficacy in dealing with provocative school situations.