

Index

A

- Acquisition and moderation models, 264, 265
- Actor-partner interdependence model (APIM), 144
- Adult internalising disorders, 345
- Affect-biased attention, 243, 244, 246
- Airway hyperresponsiveness (AHR), 25
- Allostatic load, 364, 365
- Amygdala, 6, 7
- Animal models, 30, 358, 363
 - behavioral and health outcomes, 365
- Anterior cingulate cortex (ACC), 123
- Antisocial personality, 285
- Anxiety disorders, 114, 309, 359
 - and BI
 - co-occurrence, 289
 - cross-sectional studies, 289
 - phenotypic characteristics, 289
 - phenotypic differences, 289
- Anxious solitude, 337
- Anxious withdrawal
 - with age-mates, 169
 - cultural values, 170
 - definition, 168
 - dispositional and social factors, 172
 - friendship, 173–175
 - maladaptive cycles, 171
 - maladaptive phenotype, 169
 - socially incompetent bids, 171
- Asthma, 26
- Attention bias modification training (ABMT), 328
- Attention control theory (ACT), 242
- Attention mechanisms, BI
 - attention-linked patterns of exploration and exploitation, 239
 - behavioral/phenotypic profiles, 239
 - cognitive and socioemotional domains, 237
 - cognitive processes, 240
 - deep exploration, 237
 - developmental hub, 237
 - dopaminergic functioning, 241
 - exploration and exploitation, environment, 246
 - adaptive response, 249
 - amygdala activity, 251
 - behavioral traits, 246
 - biological measures, 251
 - cognitive busyness, 251
 - cognitive task, 251
 - context-linked adaptation, 252
 - core learning and extinction processes, 252
 - frontolimbic connectivity patterns, 249
 - goal attainment, 248
 - idiosyncratic tendencies, 248
 - information-gathering activity, 246
 - internal and contextual cues, 246
 - life-history approach, 249
 - low-cost sampling, 247
 - naturally occurring stable variation, 248
 - normative patterns of behavior, 250
 - phenotypic marker, 250
 - porous functional connectivity, 251
 - preemptive vigilance, 251
 - prefrontal cortex activity, 251
 - psychophysiological patterns, 247
 - shaping pattern, 252–254
 - social and nonsocial novel markers, 247
 - socioemotional patterns, 248
 - stress reactivity, 249
 - stressful like events, 249

- Attention mechanisms, BI (*cont.*)
 survival and adaptation, 247
 uncertainty, 246
 variance in exploratory behavior, 247
 vigilance, 247
 exploration patterns, 238
 global patterns, 240
 goal-directed behavior, 243
 heightened vigilance, 238
 information processing, 240
 maternal anxiety, 240
 motor quieting, 238
 neutral environmental signal, 244
 orienting system, 241
 parenting styles, 238
 reactive and proactive controls, 241
 self-preservation, 239
 social anxiety, 239
 social behavior and reticence, 238
 socioemotional functioning, 244, 245
 socioemotional profiles, 238
 temperamental negative affect, 240
 withdrawal idiosyncratic, 240
- Attentional vigilance without exploration, 250
- Attention-related mechanisms, 322
- Automatic threat detection, 240
- Automatic threat-reactive brain systems, 323
- Autonomic nervous system, 37, 45
- Avoidant vs. conflicted shyness, 189
- B**
- Bartoshuk, Linda, 4
- Baseline psychopathology, 291
- Behavioral inhibition pattern, 8–9
- Behavioral Inhibition Questionnaire, 365
- Behavioral inhibition system (BIS), 271
 approach-avoidance task, 272
 associative learning models, anxiety, 271, 272
 CS-US link, 274, 275
 emotional Stroop interference, 272
 maternal anxiety, 273
 neurological system, 271
 physiological responses, 272
 post-learning processes, 276
 social anxiety-related fear beliefs, 272
- Behavioral inhibition, definition, 269
- Behaviorally inhibited, 5, 6, 114
 vs. non-BI rats, 43
- Behaviorally uninhibited, 114
- Bilateral anterior insula, 314
- BioBehavioral Assessment (BBA) program, 22, 25
- Biobehavioral systems, 291
- Biological measures, 361
- Biological systems, behavioral inhibition, 327
- BI-psychopathology relation moderators, 294
- BOLD signal, neural functioning, 361
- Brain alterations maps, 323
- Brain function, 63, 64
- Brain networks, 314
- Brain stem and limbic system, 358
- C**
- Caregivers, 96
 education, 339
- Central and peripheral nervous system
 function, 364
- Childhood behavioral inhibition, 60, 61, 342
See also Social interactions
- Childhood fears
 of animals, 264
 and anxieties
 behavioral (avoidance) component, 264
 developmental problems, 264
 physiological component, 264
 subjective (cognition) component, 264
 medical issues, 264
 pathological properties, 264
 situational and environmental factors, 264
- Childhood shyness, 136
- Child interaction training, 339
- Children
 brain function, 321
 ERP components, 365
 follow-up studies, 290, 299
 developmental sequence, 291
 longitudinal studies, 290, 291, 299
 in outcome assessment, 291
 striatal hypersensitivity, 291
 natural trajectories, 360
 right frontal EEG activity, 365
- Children peer relations
 anxious withdrawal, 168 (*see also* Anxious withdrawal)
 BI elements, 163
 direct and indirect experiences, 159
 engaging with each other, 158
 fear-based shyness, 168
 friendships, 168
 Hinde's model, 160
 level of interactions, 161
 level of relationships, 161–162

- level of the individual, 161
 - “loner” approach, 158
 - maladaptive intra- and interpersonal
 - outcomes, 160
 - social complexity, 160
 - social reticence, 164
 - social withdrawal, 165
 - solitary child, 158
 - unfamiliar peers, 165
 - Child’s temperamental tendency, 60
 - Chinese-American infants, 3
 - Chronically elevated physiological stress, 37
 - Cingulo-opercular and salience networks, 314
 - Cognitive behavioral therapy (CBT), 325
 - Cognitive control, 214
 - behavioral inhibition phenotype, 215–216, 227, 228
 - control instantiation, 230
 - anxiety, 225–227
 - AX-CPT, 224, 225
 - behavioral measures, 223
 - behavioral metrics, 223
 - go/no-go task, 223, 224
 - motor-related neural activity, 222
 - neural correlates of, 223
 - proactive control, 223
 - longitudinal research, 228
 - monitoring
 - anxiety, 219–222, 229
 - bicycle example, 216
 - brain’s performance, 217
 - computer-based task, 217
 - definition, 216
 - ERN, 218
 - ERPs and Pe, 218
 - N2 ERP component, 219
 - multidimensional assessments, 230
 - Cognitive functioning, 361
 - Cognitive mechanisms, 358
 - Common cause model, 286, 287
 - Communication modes, 367
 - Concomitants (or state-dependent) model, 287
 - Conduct disorder, 285
 - Conflicted shyness, 189, 202–203
 - Congenitally blind person, 4
 - Consequences (or scar) model, 287
 - Constraint, inhibitory control, 285
 - Control instantiation, 217, 230
 - anxiety, 225
 - AX-CPT, 224, 225
 - behavioral measures, 223
 - behavioral metrics, 223
 - go/no-go task, 223, 224
 - motor-related neural activity, 222
 - neural correlates of, 223
 - proactive control, 223
 - Cool Little Kids parenting group program, 340, 342–344, 346–351
 - Cortisol
 - cardiovascular risk, 95
 - caregivers, 96
 - elevations, 95
 - HPA axis, 95
 - levels, 95, 96
 - social withdrawal and reticence, 95
 - stress response, 96
 - Cyberball, 197
 - Cynthia García-Coll, 2, 3
- D**
- dACC-related circuitry, 326
 - Day care center, 3
 - Default mode network, 313, 314
 - Delayed-type hypersensitivity (DTH), 46
 - Delta-beta coupling, 101–102
 - Developmental and personality psychology, 284
 - Developmental and technological barriers, 361
 - Developmental models of anxiety symptoms, 264, 265
 - Developmental psychology, 359
 - Diathesis-stress model, 287
 - Dissemination approaches for Cool Little Kids, 351
 - DLPFC-related regulation mechanisms, 326
 - Dorsal anterior cingulate cortex (dACC), 314, 315, 317–318
 - Dorsolateral prefrontal cortices (DLPFC), 123, 315, 318–319
 - Dorsomedial prefrontal cortex (dmPFC), 124
 - DSM criteria, anxiety disorder, 340
 - Dyadic interactions, 137
 - Dynamic precursor model, 288
 - Dynamic predisposition model, 288
 - Dynamic vulnerability models, 287
 - Dysregulated fear (DF), 92
- E**
- Early behavioral inhibition, 270
 - Early childhood anxiety interventions, 348
 - Early childhood behavioral inhibition, 322
 - Early environmental influences, 325
 - EEG asymmetry, 97–98
 - Electrodermal activity (EDA), 93–95

- Electroencephalographic (EEG) activity, 199, 361
- Emotional disorders, prevention
 aetiological processes, 345
 attentional control, 345
 causal mechanisms, 345
 child handling methods, 341
 children's inhibition, 343
 cost-benefit studies, 346
 free parenting groups, 348
 inhibition/withdrawal, 345
 internet delivery, 350
 intervention dosage, 350
 Kagan's seminal observations, 339
 online adaptation, 350
 parental protectiveness, 345
 parenting factors, 342
 parents' feedback at post-intervention, 347
 population-based trial, 347
 psychological interventions, 342
 quasi-experimental design, 344
 risk factors, 345
 service evaluation sample, 349
 social competence and interaction skills, 341
 social skills, 344, 345
 targeted-indicated preventive interventions, 346
 temperamental inhibition, 344
- Emotional distress, 338
- Emotionality and increased Vigilance, 25
- Empirical evidence, 338
- Encouragement to approach novelty (ETAN), 254
- Enhanced error-related negativity (ERN), 366
- Environmental factors, anxiety disorder, 324
- Equifinality, 20
- Error positivity (Pe), 104
- Error-related negativity (ERN), 103, 104, 217, 219, 220, 222, 295
- ETAN, *see* Encouragement to approach novelty (ETAN)
- European-American infants, 18
- Event-related potentials (ERPs), 217, 361
 brain's electrophysiological response, 102
 CRN, 104
 error-related negativity, 103, 104
 executive processes, 102
 N2 component, 102, 103
 P2 component, 103
 pattern of, 104
- Evidence-based interventions, 346
- Executive control network, 62
- Executive network, 69
- Experimental methods, 359
- Experimental psychology, 360
- Extinction-based fear reduction mechanisms, 320
- Extinction-based threat regulation, 311, 312
- Extinction-related brain systems, 312
- Extraversion, 284, 285
- F**
- Familial aggregation, behavioral inhibition, 297
- Family studies, psychopathology and BI, 291, 292
- Fear learning mechanisms
 ambiguity, 268
 and anxiety learning models, 265
 attentional and interpretational aspects, 268
 behavioral and physiological responses, 266
 biological and behavioral processes, 265
 clinical practice and laboratory research, 265
 conditioned fear response, 265
 direct traumatic experiences, 265, 267
 facial expressions, 266
 fear relevant stimuli, 268
 integrated models, 267
 'intentional' traumas, 266
 interpersonal and cognitive factors, 265
 nature reserve task, 266
 nonautomatic processing, 267
 parental and offspring anxiety, 265
 verbal information and observational learning, 267
- Fearful/inhibited children, 92
- Field & Purkis's associative learning model of fear, 267–269, 272, 275, 276
- Functional brain network, 312
- G**
- Gene expression, 364
- Genetic variation, 361
- GG polymorphism, 3
- Glucocorticoid production and function, 364
- Glucocorticoid receptor (GR) gene, 47
- GREATER Activity and Emotionality, 28
- H**
- Habitual filtering process, 244
- Habituation
 failure to, 120–122

Handbook of Child Psychology in 1970, 160

Health-related outcomes, 364

High reactive infants

4-month-old, 7

at 14 months, 7

15 and 18-year-olds, 7

adolescent boy, 7

eleven-year-olds, 10

Hinde's model, 160

Hormone level functions, 364

Human intruder paradigm (HIP), 23, 24

Human regulatory systems, 311, 312

Hypersensitive systems, 323

Hypothalamic-pituitary-adrenal (HPA) axis,

37, 198

Hypothalamic-pituitary-adrenocortical system,

95

I

Idiographic patterns, 360

Infants

negative reactivity, 363

reactivity and behavior, 6–7, 357, 365

socioemotional functioning, 360

Informational learning event, 268

Information processing, 244

Information-processing functions, 319

Inhibited temperament, 19

Internalizing distress, 337

Internet, 367

Invention of behavioral inhibition, 4–6

In vivo exposure therapy, 362

L

Laboratory assessments and parent reports,

293

Leveraging neuroimaging techniques, 218

Lifespan developmental theories, 192

Limbic network, 62, 70, 75

Lisa Barrett's hypothesis, 10

Low reactive infants, 7, 9, 10

M

Maladaptive anticipatory processing, 123–124

Maternal emotional distress, 338

Maternal and family characteristics, 339

Maternal-reported shyness, 198

Maternal report of behavioral inhibition, 363

Maternal social referencing, 274

Mental health outcomes, 346

Mentalizing network, 62, 71

Monoamine oxidase A (*MAOA*) gene, 22

Multifinality, 19

N

National Institute of Mental Health Research

Domain Criteria (RDoC) initiative,
300

Negative reactivity, 358

Neophilia, 247

Neophobia, 247

Neural functioning with observed behavior,

361

Neural mechanisms

childhood behavioral inhibition, 61

future aspects

conceptual issues, 79–80

operationalization, 79

neural networks

in social competence, 61–64

social interactions (*see* Social
interactions)

Neurobiology

anxiety disorders, 319

dACC activity, 321

DLPFC function, 321

functional connectivity, 320

regulatory systems, 320

sgACC connectivity, 320

behavioral inhibition

amygdala activity, 316

hypersensitivity in systems, 315

imaging approach, 316

structural and functional alterations,

316

threatening stimuli, 319

bottom-up mechanisms

amygdala hyperactivity, 119

habituation, failure to, 120

hippocampus, 120

role of, 123

vmPFC, 120

brain's architecture

connectivity, 118–119

function, 116–119

structure of, 116–117

nurture, 127–128

top-down mechanisms

cognitive control, 125–126

maladaptive anticipatory processing,

123–124

role of, 125–126

- Neurocognitive level, 214
 Neurocognitive processes, BI and anxiety, 295
 Neurodevelopmental systems, 364
 Neuroimaging studies, 361, 365
 Neuroimaging technology, 361
 Neuroscience of fear learning, 358
 Neuroticism, 284
 No eye contact (NEC) condition, 23
 Nonhuman primates
 animal models, 30
 brain of, 18
 conceptual issue, 19–20
 induced studies, 21–22
 methodological issue, 20
 naturally occurring studies
 rBI criteria, 27
 rhesus monkeys, 22–25
 vervet monkeys, 24
 Nonsocial behavioral inhibition, 301
- O**
 Old World monkeys, 18
 Opioid pain killers, 11
 Orienting system, 241
 Overgeneralized control model, 245
 Oxytocin receptor, 3
- P**
 Parasympathetic nervous system (PNS), 94
 Parasympathetic vagal tone, 99–101
 Parental behaviors, 362
 Parental evaluations, 3
 Parental overprotection, 338
 and control, 295, 296
 Parental skills, 339
 Parent characteristics, 338
 Parent-Child Interaction Therapy (PCIT), 176
 Parent protection through self-report, 338
 Parenting, 295–296
 practices, 324
 styles/behaviors, 275
 Paternal social referencing, 274
 Pathoplastic effect, 293
 Pathoplasticity model, 287, 289, 293, 298
 Peer relationships, 296
 Peer victimization, 338
 Persistence of behavioral inhibition, 270
 Phenotypic presentation, 288
 Phobias and anxiety disorders, 264, 270, 274,
 277
 Population health, 344
- Precursor models, 286, 287, 294, 298
 Predisposition models, 287, 289, 290, 292,
 294, 296, 298, 300, 301
 Prefrontal cortex, 127, 128
 Prototypical developmental trajectories, 368
 Psychiatric diagnoses, 364
 Psychobiological processes
 cortisol, 95–97
 delta-beta coupling, 101
 EEG asymmetry, 97
 EDA, 93
 ERPs, 102–104
 fearful and anxious behavior, 93
 heterogeneity, 92
 social anxiety symptoms, 92
 vagal tone via RSA, 99
 Psychological distress, 364
 Psychological phenomena, 1
 Psychopathology, 358
 active symptomatology, 293
 between social and nonsocial fear, 300
 in children, 283–284
 concomitants model, 294
 early-onset anxiety disorder, 294
 genetic and environmental forms, 301
 hierarchical structure, 299
 intergenerational association, BI, 291
 phenotypic similarities, 298
 and temperament, 284
 causal effects, 286
 causes, 285
 common cause model, 286, 287
 dynamic models, 296, 297
 pathoplasticity model, 287
 precursor model, 286, 287
 predisposition model, 287, 288
 spectrum model, 286, 287
 state-dependent concomitants, 285
 temperamental vulnerability, 287–289
 transdiagnostic factor, 299
 Psychophysiological measures, 361
 P300 event-related potential (ERP), 322
- R**
 Regulatory circuits, 328
 Regulatory processes, 366
 Respiratory sinus arrhythmia (RSA), 99
 Responsiveness-inhibition measure (rBI),
 26–28
 Rhesus macaque model, 95
 Rhesus monkeys, 22–25
 Risk potentiation model, 245

- Rodent behavioral inhibition model
 advantages, 40
 animal personality research, 36
 anxiolytic drug, 40
 behavioral characteristics, male and female
 Sprague-Dawley rats, 40
 behavioral tests and measures, 41
 benefits of, 41
 developmental process, 46–49
 future work
 experimental/longitudinal studies, 50–51
 sex differences, 50–52
 goals, 38
 high stability, 40
 laboratory-based tests, 37
 non-social arena, 39, 40
 novel social partner, 39
 physiological processes
 cardiovascular function, 43–46
 central neurobiology, 46–48
 glucocorticoid production, 42–44
 health trajectories, 42
 immune function, 45–46
 inhibited rats, 42
 life-span, 42–43
 neurobiological function, 42
 peripheral blood samples, 42
 refined genetic modifications, 41
 stable trait, 37
 trait-specific health outcomes, 36
 viability test, 38
- Rodents, 358
- S**
- Salience network, 62, 77, 315
- Self-referential monitoring of performance, 365
- Self-regulation, 366
- Self-report, 361
- Serotonin transporter (SERT)
 gene, 47
 receptor, 3
- sgACC-related circuitry, 325
- Short Temperament Scales approach subscale, 347
- Shyness, 136
 in children's own thoughts, 138
 concern and awkwardness, 136
 definition, 187
 discomfort, 136
 family relationships, 146–149
 non-shy young adults, 137
 non-social behavior, 136
 and peer relationships
 activities, 143
 friendships, 145
 motivational and causal attributions, 144
 online social interactions, 146
 social fear, 144
 social media, 145
 social reticence, 143
 supportive vs. rejecting behaviors, 143
 in school
 academic achievement, 138, 139, 141
 activities, 138
 classroom engagement and participation, 139, 140
 lower vocabulary, 138
 phonological awareness, 138
 social-evaluative concerns, 139
 teachers' attributions, 140
 teachers' perceptions, 140, 141
 verbal fluency, 138
 in social partners' thoughts, 138
 self-consciousness, 136
 tension, 136
 young children, 137
- Social anxiety, 92, 358, 362, 363
- Social anxiety disorder, 115
- Social brain network, 61
- Social competence, 61–64
- Social components of testing, 367
- Social contexts, 309
- Social discomfort, 322
- Social information gathering, 273
- Social interactions, 66, 361
 anxiety provoking, 73
 chatroom paradigm, 73
 Chatroom study, 77
 decision, 67
 face-to-face interactions, 68–69
 friend/foe, 69–71
 impression, 72
 invitation, 65–67
 limbic network, 75
 mentalizing network, 71–72
 negative social feedback, 76
 positive social feedback, 75
 salience network, 77
 social evaluation neuroimaging studies, 74
 social iceberg, 78
 social and nonsocial outcomes, 75
 virtual school, 74

- Social learning perspective, 196
 - Social limb, 63
 - Social media, 367
 - Social phobia, 322
 - Social referencing, 273
 - Social reinforcement, 60
 - Social reticence and inhibition, 358, 359, 363
 - Social reticence and withdrawal, 296
 - Social Skills and Facilitated Play (SSFP), 176, 341, 342, 344
 - Social support provision, 339
 - Social withdrawal, 337, 340, 363
 - Social world
 - Shyness
 - Socioemotional and academic functioning, 367
 - Socioemotional concerns, 364
 - Socioemotional processes, 364
 - Spectrum model, 286, 287
 - Sprague-Dawley rats, 40, 52
 - Strengths and Difficulties Questionnaire
 - emotional difficulties scale, 349
 - Striatal hypersensitivity, 323
 - Structural magnetic resonance imaging (sMRI), 63
 - Subgenual anterior cingulate cortex (sgACC), 312–314, 316–317
 - Substance use, 285, 323
 - Swirling water molecules pattern, 10
- T**
- Targeted-selective prevention approaches, 346
 - Temperamental inhibition, 338, 343
 - Temperamental shyness, 363
 - biological systems, 198–200
 - conflicted, 202
 - cultural context, 200–201
 - developmental model of, 187–188
 - developmental periods
 - adolescence, 191–192
 - adulthood, 192–189
 - childhood, 190–191
 - childhood to adulthood course, 192–194
 - factors, 194–195
 - infancy, 190
 - generational context, 201–202
 - heterogeneity, 188
 - social context, 195–197
 - social and nonsocial components, 186
 - tenets, 190
 - Temperament-environment correlation, 338
 - Temperament/personality models, 284, 285
 - Temperament/personality traits
 - and psychopathology relationships, 286
 - stressful life events, 296
 - Theories of fear learning
 - developmental models of anxiety
 - symptoms, 264, 265
 - fear learning mechanisms, 265–269
 - Threat processing and associated functional brain networks, 313
 - Threat responses, 311
 - Threat-responsive brain systems, 323
 - Threat-responsive circuitry, 324
 - Threat system
 - biology of behavioral inhibition, 315
 - detection and automatic categorization of stimuli, 311
 - neurobiology
 - brain imaging data, 312
 - physiologic systems in humans, 312
 - prototypical behavioral and physiologic responses, 310
 - self-referential processes, 314
 - physiological and behavioral manifestations, 310
 - Toddler-assessed behavioral inhibition, 165
 - Top-down executive attention system, 242
 - Top-down model of control, 245
 - Trier Social Stress Test, 5
 - Trier Social Stress test for Children (TSST-C), 95
 - Trier Stress Test, 363
 - Turtle program, 176, 342, 344, 362
 - Twin studies, 292, 293
- U**
- Uncertainty and Anticipation Model of Anxiety (UAMA), 248
 - Uninhibited children, 5
- V**
- Ventral attention network, 315, 320
 - Ventrolateral prefrontal cortex (VLPFC), 315, 317
 - Vervet monkeys, 24
 - Vicarious (observational) learning, 266–268, 271–273, 276
 - Virtual school, 74
 - VLPFC-related circuitry, 325
 - vmPFC, 76, 120
- W**
- Well-regulated fear, 92