Index

5HT1ARKO mice 238, 239
5-HTTLPR gene 9, 213, 216, 219, 220–5

ACT see attention control theory
Action Interference Task (AIT) 165–6
additive genetics see heritability
adverse life events 280
Affective Priming Paradigm (APP) 7, 157–60
age
  effect on search performance 111, 112–13
  error variance and 176
  interference effect and 53, 60, 66
  limitations on performance in neuroscience tests 188
  of anxiety onset 209
  reduction in inhibition with 245
  relationship with biases 6, 53, 76, 91, 260
  relationship with emotional priming effects 158
  relationship with racial preferences 163
relationship with stability of cognitions 290
relationship with Stroop task difficulty 70
AIT see Action Interference Task
alerting network 304
ambiguity
  amygdala response to 10
  children’s interpretations of 262
  cognitive development and response to 268, 270–2
  experimental paradigms to examine 22
  interpreted as threatening 22, 37
  parental influence on interpretation of 245, 260–4, 268
  training to interpret as positive or negative 259
ambiguous communication task 271
ambiguous descriptions 254–6
ambiguous homographs 256
ambiguous scenarios 40, 217, 258, 259, 261, 262, 280–3, 286, 291
ambiguous sentence task 255
Ambiguous Social Situations Interpretation Questionnaire 256
ambiguous stimuli 31, 131, 217, 261, 262
ambiguous vignettes 22, 23, 25–7, 38
amygdala
5-HTTLPR genotype and 219, 220, 222
automatic capture of attention in anxiety 6
inverse coupling with prefrontal cortex 241
magnetic resonance work on 186
neurological considerations 194–7
processing of threat in anxiety 8, 199
regulation by prefrontal cortex 241
response in behavioural inhibition 241
response to ambiguity 10
response to threat 97, 195, 219, 222, 236
amygdala–prefrontal circuitry 78, 97, 195, 241
ANT see Attention Network Test
anxiety disorder
amygdala–PFC circuitry in 195
‘anxiety sensitivity’ and 215, 216
associations in and 152, 153, 176
attentional patterns in 8, 130, 268
avoidance in 38, 155, 234
behavioural inhibition and 234, 235, 240, 244, 245
cognitive behavioural therapy and 224
cognitive models 161
cooporbidity with depression 212
conditioning in 222
correlation with emotional Stroop effect 52
development 2, 5, 10, 13, 53, 176, 200, 209, 234, 240, 244, 245
emotional reasoning in 28, 31
error-related negativity in 243
eye-tracking methodology and 129–49
hyper-sensitivity 234
impulsive/reflective processes in 154–5
information processing biases in 4, 5, 10, 36–9, 218, 235, 268
intergenerational transmission 279–95
interpretation bias in 26
‘other-referent bias’ in 36
overgeneralization of fear learning 240
parenting and 279–97
prevalence 209, 233
probability bias in 36
risk factors 10, 13, 198, 200, 209, 215, 234
selective attention to threat in 53
skin conductance in 222
social interaction as threat in 216, 234
temperament and 234, 241
threat-perception biases 39, 238
treatment 12, 98, 224–5, 297–314
verbal memory deficits in 218
Anxiety Disorders Interview Schedule for Children (ADIS-C/P) 312
anxiety management training 299
anxiety sensitivity (AS) 215, 216
anxiety vulnerability hypothesis 297
APP see affective priming task
approach task 65, 259
arbitrary inference 26
areas of interest (AOI) 136
AS see anxiety sensitivity assessment
of attentional bias 109–27, 131–2
of cognitive bias 22
of covariation bias 32–3
of emotional reasoning 28–30
of eye movements 144
of fear-related automatic associations 151–76
of information-processing biases 214–23
of interpretation bias 22–4, 283
of parental interpretations 283
of parenting 290
of probability bias 35
of RED bias 26–7
association analyses 212–14
associative connections 263
associative learning 11, 263, 264, 268
assortative mating 210, 211
ATT see attention retraining techniques
attentional bias
appearance of 11, 91
assessment 131–2
associative learning and 268
automatic 114, 268
avoidance and 299, 308
effects of treatment 99–100
effortful control and 307–9
emotional Stroop task as measure of 49n.
genetic influences 214, 215–17
in anxiety disorder 268
in anxious children 141, 308
in separation anxiety disorder 141, 142
mechanisms underlying 100
moderation by PFC 241
modification 254, 255, 262, 263, 264
neural correlates 193–7
role of habitual learning 11
threat-related 11, 77–101, 186,
193–7, 236–8, 241, 242, 245,
308, 313–14
treatment in children 297–314
visual search and 109–27
attentional bias index 79–80
attentional control theory
110, 155
attentional disengagement 7, 92–7,
116–20, 122, 132
Attentional Retraining for Threat Stimuli 301
attention control 6, 7, 70, 78, 98, 235,
240–3, 307
Attention Disengagement Task 302
Attention Network Test (ANT) 242,
305
attention retraining techniques (ATT)
100, 297–314
automatic associations 7, 151–82
automatic processing 7, 114, 240, 245,
246, 268
aversive conditioning tasks 222
avoidance 2, 8, 36, 51, 95, 130, 155,
259, 299
see also vigilance-avoidance hypothesis
behavioural inhibition (BI) 10, 199,
213, 221, 234–45
see also shyness
behavioural monitoring 240
biased competition models 6
bias induction 254
bias modification 260–3, 265, 273
bias training 254, 258–60
see also cognitive bias modification
binocular tracking 135–6
BI see behavioural inhibition
BI System Scale 237
block designs 187
blood-oxygenation-level-dependent imaging (BOLD imaging)
187, 193
BOLD imaging see blood-oxygenation-level-dependent imaging
bottom-up attentional system see bottom-up processing
bottom-up mechanisms 98
bottom-up processing 7, 13, 110, 155
bottom-up search 110, 111
C1 amplitudes 8
carbon dioxide challenge 218, 223
catch trials 90n.
categorization effect 171
category label effects 171–2
CBT see cognitive behavioural therapy
childcare 244–5
see also parenting
chorionicity 210–11
chronometry 184
ClearView 136
cognition-based associations 268

cognitive development
  effect on applicability of adult models 52
  emotional Stroop task and 52, 53, 59
  increase in reasoning abilities with 37
  informational processing biases and 5, 6, 263, 268–73
  inhibitory tasks and 70
  interpretational biases and 264
  self-regulation strategies and 1

cognitive-experimental procedures 99

cognitive-motivational theories 130

cognitive neuroscience techniques 183–205

cognitive restructuring 298
  competing stimuli 95
  computer-based ATT 301
  computer-based training exercises 306
  concern-relevant threat cues 80
  concrete operational stage 270
  concurrent neuroimaging 97–8
  conditioning 109, 113, 158, 159, 265, 266
    classical 238
    context 238, 239
    cue 238
    evaluative 162
    fear 222, 223, 238
    operant 263
  conflict tasks 305
  connectionist model 51, 101
  conservation tasks 37, 269, 270
  context conditioning 238, 239
  controlling behaviours 280
  coping information 280–1
  corneal reflection 129, 135
  covariation bias 3, 5, 31–7
  covert attention 143, 144
  cue competition effects 267
  cue conditioning 238
  cue validity 94

day–night Stroop task 189, 190

decentering 270

deceptive presentational displays 269

demand bias 22, 23

demand effects 37, 158

depression
  attention control in 98
  co-morbidity with anxiety disorder 212
  genetic influences 220
  interpretation biases in 217
  maternal 244, 245
  negative evaluations in 26

developmental models
  of anxiety 2, 78
  of attentional bias to threat 100
<table>
<thead>
<tr>
<th>Index</th>
<th>325</th>
</tr>
</thead>
<tbody>
<tr>
<td>developmental psychopathology</td>
<td>284</td>
</tr>
<tr>
<td>developmental stages</td>
<td>270–1</td>
</tr>
<tr>
<td>disengagement</td>
<td>see attentional disengagement</td>
</tr>
<tr>
<td>dizygotic twins</td>
<td>210</td>
</tr>
<tr>
<td>D-measure</td>
<td>171, 176</td>
</tr>
<tr>
<td>dot-probe task</td>
<td>4, 8, 49, 65, 69, 183, 303</td>
</tr>
<tr>
<td>attention to threat in BI children</td>
<td>237</td>
</tr>
<tr>
<td>cognitive modification with</td>
<td>255–6</td>
</tr>
<tr>
<td>criticisms</td>
<td>132</td>
</tr>
<tr>
<td>evidence for avoidance of negative faces</td>
<td>216</td>
</tr>
<tr>
<td>in ATT</td>
<td>297, 299</td>
</tr>
<tr>
<td>link between anxiety and attention bias to threat</td>
<td>242</td>
</tr>
<tr>
<td>psychometric properties</td>
<td>133</td>
</tr>
<tr>
<td>reliability</td>
<td>132–4</td>
</tr>
<tr>
<td>threat-related attention bias and</td>
<td>193, 194</td>
</tr>
<tr>
<td>validity</td>
<td>132–4</td>
</tr>
<tr>
<td>drug-related associations</td>
<td>6</td>
</tr>
<tr>
<td>dual-process model</td>
<td>154, 156</td>
</tr>
<tr>
<td>dual-target search</td>
<td>120–1</td>
</tr>
<tr>
<td>dysfunctional associations</td>
<td>153, 156, 176</td>
</tr>
<tr>
<td>EAST</td>
<td>see Extrinsic Affective Simon Task</td>
</tr>
<tr>
<td>EEG</td>
<td>see electroencephalogram</td>
</tr>
<tr>
<td>effortful control</td>
<td>6, 12, 53, 237, 245, 304–14</td>
</tr>
<tr>
<td>electrode placement on children</td>
<td>191</td>
</tr>
<tr>
<td>electroencephalogram (EEG)</td>
<td>96, 186, 191, 198, 234</td>
</tr>
<tr>
<td>electromyogram</td>
<td>239</td>
</tr>
<tr>
<td>electro-oculography (EOG)</td>
<td>96, 134</td>
</tr>
<tr>
<td>emotion regulation</td>
<td>306–7</td>
</tr>
<tr>
<td>emotional categorization task</td>
<td>4</td>
</tr>
<tr>
<td>emotional expressions</td>
<td>58, 115</td>
</tr>
<tr>
<td>emotional expression task</td>
<td>24</td>
</tr>
<tr>
<td>emotional Go/NoGo task</td>
<td>70–1</td>
</tr>
<tr>
<td>emotionality hypothesis</td>
<td>131</td>
</tr>
<tr>
<td>emotionally aversive words</td>
<td>48, 59</td>
</tr>
<tr>
<td>emotional priming</td>
<td>158, 159</td>
</tr>
<tr>
<td>emotional reasoning</td>
<td>5, 28–31, 37</td>
</tr>
<tr>
<td>emotional Stroop task</td>
<td>78, 131–2</td>
</tr>
<tr>
<td>adaptations</td>
<td>70</td>
</tr>
<tr>
<td>ATT and</td>
<td>297</td>
</tr>
<tr>
<td>attention to threat in BI children</td>
<td>237</td>
</tr>
<tr>
<td>card based</td>
<td>48, 58, 60, 133</td>
</tr>
<tr>
<td>computerized</td>
<td>60, 66</td>
</tr>
<tr>
<td>description</td>
<td>48–52</td>
</tr>
<tr>
<td>future research using</td>
<td>70–1</td>
</tr>
<tr>
<td>in anxious children</td>
<td>47–75</td>
</tr>
<tr>
<td>miscategorization of faces in</td>
<td>4</td>
</tr>
<tr>
<td>pictorial adaptation</td>
<td>54, 71</td>
</tr>
<tr>
<td>reliability</td>
<td>132–4</td>
</tr>
<tr>
<td>threat-related attention bias and</td>
<td>193</td>
</tr>
<tr>
<td>use of words in</td>
<td>133</td>
</tr>
<tr>
<td>validity</td>
<td>69–70, 132–4</td>
</tr>
<tr>
<td>see also</td>
<td>Stoop task</td>
</tr>
<tr>
<td>endogenous potentials</td>
<td>221</td>
</tr>
<tr>
<td>environment</td>
<td>244</td>
</tr>
<tr>
<td>importance for BI children</td>
<td>1, 9, 13, 38</td>
</tr>
<tr>
<td>non-shared</td>
<td>210</td>
</tr>
<tr>
<td>role in development of executive network</td>
<td>305</td>
</tr>
<tr>
<td>shared</td>
<td>210</td>
</tr>
<tr>
<td>symptom-specificity of influence</td>
<td>212</td>
</tr>
<tr>
<td>environmental transmission</td>
<td>260</td>
</tr>
<tr>
<td>EOG</td>
<td>see electro-oculography</td>
</tr>
<tr>
<td>equal environments assumption</td>
<td>210</td>
</tr>
<tr>
<td>ERN</td>
<td>see error-related negativity</td>
</tr>
<tr>
<td>ERP</td>
<td>see event-related potentials</td>
</tr>
<tr>
<td>error-related negativity (ERN)</td>
<td>243, 244</td>
</tr>
<tr>
<td>evaluative conditioning</td>
<td>162</td>
</tr>
<tr>
<td>evaluative learning</td>
<td>141</td>
</tr>
<tr>
<td>event-related fMRI designs</td>
<td>187</td>
</tr>
<tr>
<td>event-related potentials (ERP)</td>
<td>8, 97, 100, 184–92, 197, 220–2</td>
</tr>
<tr>
<td>evolutionary threats</td>
<td>114, 119</td>
</tr>
<tr>
<td>executive capacity</td>
<td>154</td>
</tr>
<tr>
<td>executive network</td>
<td>304, 305, 306</td>
</tr>
<tr>
<td>experimental paradigms</td>
<td>22–3, 37</td>
</tr>
<tr>
<td>externalizing difficulties</td>
<td>4</td>
</tr>
<tr>
<td>extraversion</td>
<td>195</td>
</tr>
<tr>
<td>Extrinsic Affective Simon Task (EAST)</td>
<td>7, 156–7, 172–6, 256</td>
</tr>
</tbody>
</table>
extrinsic valence 173
eye movements 8, 96, 114, 115, 117, 118, 129–45
eye tracking 4, 8, 100, 129–45

facial processing task 54, 55, 58, 69
false belief task 269, 271
familial risk 220
families
  anxiety disorders in 279
discussion 11, 38, 286
genetic studies of 209, 210, 212
influence on development of anxiety 280, 281, 286, 287
information processing biases and 10
‘training’ in 11
Family Enhancement of Avoidant Responses (FEAR) effect 286
faux pas scenarios 269
fear learning 235, 238–40
fear of negative evaluation (FNE) 162
fixations 8, 129, 137
flanker tasks 189, 305, 306
flooding 298
fMRI see functional magnetic resonance imaging
FNE see fear of negative evaluation
formal operational stage 270
functional magnetic resonance imaging (fMRI) 8, 97, 100, 184, 186–7
application in child populations 188–90, 192–3
emotional face processing 218, 219–22
spatial and temporal resolution 185
functional neuroscience techniques 184

GAD see generalized anxiety disorder
gaze duration 136
gender
  anxiety-related biases 8
differences in vigilance 91
generalized anxiety disorder (GAD) 59, 67, 80, 196
  amygdala activation in 97
  anxiety management training and 299
  attentional bias to emotional faces in 139–40
  initial orienting to threat in 96
  parental anxiety and 280
  prefrontal regulatory structures in 97
  Stroop interference in 4
genetics 9, 10, 98, 209–32
  goal-directed behaviour 77
  theories of 263
goal-directed learning 263
goal-directed processing see top-down processing
goal-driven search 110
go-no go task 199
G protein 222

habitual associations 268
habitual learning 11, 263, 264
habituation 78, 187, 241
HBP see heartbeat perception
head-mounted trackers 135
heartbeat perception (HBP) 215, 216
heritability 9, 210, 211, 217, 253
hyper-vigilance model 60, 65
  anxiety disorder and 234
  avoidance and 130
  protective purpose 130

IAT effect 161, 171, 172, 175
  see also Implicit Association Task
IAT see Implicit Association Task
implicational meaning 264, 268, 269
Implicit Association Task (IAT)
  adaptations for children 3, 164–6
  applications 162–6
  assessment of racial attitudes 163–4,
automatic associations and 114, 156, 157, 159, 161–72
automatic memory activation and 7
categorization effects in 171
findings inconsistent with self-reports 162, 166
in child/adolescent anxiety 161–2, 167–70
reliability 4, 161, 163, 175
self-esteem and 162–3
unresolved issues 166, 171–2
validity 4, 171
implicit measures 152
implicit production rule 258
impulsivity 12
index of attentional bias 79–80
indirect measures 152–4, 158, 174–5
individual differences
  in anxiety 50, 78, 195
  in attentional shift to threat 92–3
  in exogenous orienting 93–4
  in spatial cueing tasks 93–4
induced bias 256, 257, 259
inferred bias hypothesis 53
information-processing models see cognitive models
inherited vulnerability 280
inhibition hypothesis 53, 65, 66
inhibition of return (IOR) effect 92
inhibitory control 6, 240–3
inhibitory control tasks 189
integral bias hypothesis 53, 59
interference effects 50, 53, 69, 131
intergenerational transmission 262, 279–95
interpretation bias
  ambiguity and 37
  appearance of 5, 11
  assessment 22–4, 283
  associative learning and 268
  bias modification and 262
  cognitive development and 264, 270–3
design to monitor 259
empirical evidence 24–6
experimental paradigms and 22–3
factors moderating 6
heritability 217
implicational meaning and 264
in depression 218
links with cognitive ability 5
modification 254, 255, 256
of parents 288
processing biases 9
tasks 39–40
trait anxiety and 261
intracranial single-cell recordings 184
intrusive cognitions 59
in vivo exposure 298
knowledge elements 154
learned associations 7
learning
  bias modification and 260
  from parents 260
  goal-directed 263
  habitual 11, 263, 264
  information processing biases and 253–78
  mechanisms 263–7
  of cognitive biases 253–4, 267
  operant 263, 264
  Pavlovian principles 263
  real-world 260–3
  transmission of anxiety by 280
  vicarious 285, 288
lexical ambiguity task 271
limited capacity search 111, 112
location classification 90
longitudinal studies 2, 91, 100, 235, 283

Mackintosh model 265, 266, 267
magnetic resonance (MR) 100, 186–7
see also functional magnetic
resonance imaging
magnetoencephalography (MEG) 184
markers 212, 213, 216, 219, 222, 224
matched cues task 216
maternal expectations 283
maternal expressivity of emotion 307
maternal influence 244, 245
maternal over-involvement 262, 287
mediation analyses 261
MEG see magnetoencephalography
memory association measures 175
memory bias 151, 152, 214, 217–18
mental tracking paradigm 215
meta-analysis
  of association between amygdala and 5-HTTLPR genotype 219
  of Stroop effect studies 68, 69
  of threat-related attentional biases 91–2
methodological issues 1–13
  equivocal findings and 90
  in emotional Stroop task 52–3
  in neuropsychological approaches 223–4
model-fitting analyses 210
modified dot-probe task 197
modified Stroop procedure (MSP) 59, 133, 303
monozygotic twins 210
mood effects 48
‘morphing’ 24
MSP see modified Stroop procedure
multi-method approach 185, 198, 200
multiple-target search 120
name letter preference task 162
near-infrared spectroscopy (NIRS) 184
negative affect 237, 242, 243
negative interpretations 25, 26
negativity 284, 285, 288
  see also error-related negativity
network theory 51
neural architecture 184, 186, 197
neuro-cognitive models of anxiety 97–8
neuro-functional models 195
neuropsychological approaches 3, 8, 9, 218–25
neuroticism 38, 195–6, 212
NIRS see near-infrared spectroscopy
non-invasive eye tracking 129
non-parental childcare 244, 245
non-shared environment 210
non-threat attentional bias modification 256
occipito-parietal cortex 195
odd one out searches 7
one-session treatment (OST) 299
operant conditioning 263
operant learning 263, 264
order effects 144
orienting 144, 145
OST see one-session treatment
other-referent bias 36
over-involved behaviours 262, 280, 287
parallel search 111, 112
parental anxiety 97, 279–84
parental behaviour 284–90
parental beliefs 284
parental involvement 285–7
parental warmth 288
parent discussion 11, 38, 286
parenting 10, 11, 119, 244, 245, 279–97
parent reports 211
parents
  anxious 11, 38, 141, 222, 260, 261, 262, 272, 282
  assessment of interpretations 283
  expectations about child 282–3
  information processing style 280–5, 289, 290
  interpretive bias 288
  learning from 260
  perceptions of children’s vulnerability 11
  racial attitudes 164
trait anxiety in 261
transmission of anxiety 279–95
parietal cortex 13
Pavlovian learning principles 263
Pearce–Hall model 267
PET see positron emission tomography
Piagetian developmental framework
270, 271
pictorial stimuli 3, 52, 58, 65, 68, 81,
90, 95, 133, 144, 311
in Extrinsic Affective Simon Task
172–4
in IAT 164, 166
points and prizes system 189
positron emission tomography (PET)
194
Posner attention-shifting task 198
predictive saccades, internal
consistency in studies 4
prefrontal cortex (PFC) 190, 195
emergence of executive functions
187
high-level goal setting 113
inverse coupling with amygdala 241
regulation of amygdala 195, 196, 241
regulation of involuntary processing
biases 195, 241
threat-monitoring function 195
top-down processes and 6
prefrontal regulatory structures 97
primary visual cortex 8
priming effects 50, 158, 175, 258
prioritization model 51
probability bias 3, 35–6, 37
probe type classification tasks 90n.
processing architectures 112, 113
processing bias
acquisition 233–57
anxiety-related 53
as automatic 50
definition 49n.
developmental course 5, 58, 70
learning and 253–78
origin and treatment 9–13
role in anxiety 60
role in development 52–3
role of prefrontal cortex 195, 241
specificity 52
Profile of Moods questionnaire 122
public speaking task 282
punitive maternal style 288
QTL see quantitative trait loci
quantitative trait loci (QTL) 212
questionnaires 28
racial attitudes 7, 163–4, 166
reactive inhibition 242–3
reasoning biases 21–45
origins 38
RED bias see reduced evidence for
danger bias
reduced evidence for danger (RED)
bias 26–8, 36, 37, 38
reflective impulsive model 154
reflective system 154–5
reliability
of Affective Priming Paradigm
158, 159
of cognitive tasks 3
of EOG 134
of Extrinsic Affective Simon Task
174, 175
of eye trackers 134, 137–8
of Implicit Association Task 4, 161,
163, 175
of indirect measures 175
of neuropsychological approaches
223
Rescorla–Wagner model 264,
265, 267
reverse priming effects 158
rumination 2, 51
saccades 10, 129, 137
SA-IAT see single-attribute Implicit
Association Task
salience 110, 266, 267
selective attention
biased competition models 6
description 130
to threat 7, 53, 77–101
use of visual search paradigm to explore 122
visual probe evidence in adult samples 80–1
visual probe evidence in child/adolescent samples 81–92
Self-Regulatory Executive Function (S-REF) 300, 309
self-report
animal fears in anxious adults 116
assessment of racial attitudes 163–4
complemented by indirect measures 153–4
demand bias issues 22
findings inconsistent with APP 158
findings inconsistent with IAT 162, 166
in study of reasoning biases and anxiety 38
limitations 153
self-terminating search 111, 112
serial search 111, 112
serotonin 1A receptor 238
shyness 198, 213, 221
see also behavioural inhibition
Simon Says 305
single-attribute Implicit Association Task (SA-IAT) 171
single-category Implicit Association Task (SC-IAT) 171
skin conductance 218, 222
SNAP task 289
social threat vignette 23
space odyssey paradigm 39, 258, 259
spatial cueing 92–7, 193, 305
spatial orienting network 304
Spence Children’s Anxiety Scale 312
S-REF see Self-Regulatory Executive Function
startle response 97, 218, 222, 239, 240
State-Trait Anxiety Inventory, The 50
stimulus-driven processing see bottom-up processing
stimulus onset asynchrony (SOA) 81, 92, 95, 194
strategic inhibition hypothesis 36
stress reactivity 218
Stroop effect
as avoidance of aversive information 132
description 47
disengagement from threat 132
evidence against 60–8
evidence for 54–60
Stroop interference 4, 58, 59, 60
Stroop task 5, 47
see also emotional Stroop task
subcortical fear system 97
Subjective Probability Questionnaire 35, 36
subliminal Stroop tasks 50
table-mounted trackers 135
tachistoscope 48
target searches 7
task length 144
task parametrization 198
task-switch ability 171
temperament 10, 67, 199, 233–57, 304
temperament model 53
temperament theory 307
tempero-parietal areas 195
thalamo-amygdala pathway 196
theoretical issues 1–13
in emotional Stroop task 52–3
theory of mind 11, 269, 271
therapist–client relationships 312–13
thought experiments 32
threat
amygdala responsivity to 97, 219, 222, 236
associations 245, 269
cognitive models of processing 183
detection 7, 65, 109–10, 113, 114–22, 281
disengagement from 7, 92–7, 116–20, 132
estimation of low-frequency 121–2
initial orienting to 79–92
neuro-functional models of processing 195
processing biases for 4, 4n., 5, 49
processing template 155
selective attention to 7, 53, 77–101
thresholds for perception 27
top-down processes in evaluation of 195
training 12, 13, 99, 100, 259, 297–314
traumatic experiences 288
treatment
attentional processing in 12
effect on biases in selective attention 98–100
genetic factors in outcome 224, 225
of anxiety disorders 224–5
of attentional bias 297–319
twin studies 209, 210–12, 215, 221

valence 157, 159, 171, 172, 174
valence-relevant processing
see automatic processing
valid/invalid trial ratio 93
validity
of cognitive tasks 3
of Extrinsic Affective Simon Task 175
of Implicit Association Task 4, 171
ventrolateral prefrontal cortex (VLPFC) 97, 194, 195, 196
vicarious learning 285, 288
video-based eye trackers 129, 134, 135
vigilance
disengagement difficulty and 96
gender differences 8, 91

in eye-tracking studies 139
in response to visual probes 80
threatening stimuli and 8, 51, 81, 90–1
vigilance-avoidance model 7, 8, 78, 95, 130, 138, 142
vignette-play approach 39
vignettes
ambiguous 22, 23, 25–7, 38
for assessing emotional reasoning 28–31
paradigm 22, 37
visual ambiguity task 271
visual dot-probe task 49
see also dot-probe task
visual probe
foveal stimuli in 92
paradigms 77–101
versions 90
with concurrent eye-movement monitoring 96
with pictorial stimuli 81
visual search
attentional disengagement and 117, 122
automation for threat objects 119
developmental psychology of 110–11
effects of anxiety on 116–22
effects of development 113
experimental study of 110
in childhood anxiety 119
of psychopathology 113
paradigms 7, 78, 81, 109–27
threat-related attention bias and 193
vocabulary tests 59
voluntary attention control 241, 242

working memory 6, 12, 13