

## 摘要

本研究主要的目的在於採用線索典範作業探討高社交焦慮者是否對於特定的情緒刺激有注意力偏誤的現象。高社交焦慮組有 25 人與低社交焦慮組有 29 人參與正式實驗，受試者分別被分派至社交焦慮情境中或無社交焦慮情境中，並且在電腦螢幕中的兩個長方形中出現中性、一般正向、一般威脅、社交正向、社交威脅、身體正向及身體威脅詞彙作為線索，當線索消失之後，受試者被要求對於目標物「E」或「F」進行判斷。在這些線索中，有些是有效線索（例如：目標物與線索出現在同一個位置上），有些是無效線索（例如：目標物與線索出現在不同的位置上）。

研究結果顯示當線索是社交正向詞彙時，被分派至社交焦慮情境中的高社交焦慮者相較於低社交焦慮者，在無效線索狀況下對於目標物的反應時間較快，且整體的注意力傾向，被分派至社交焦慮情境中的高社交焦慮者比低社交焦慮者較少將注意力投注在社交正向詞彙上。但並沒有有力的證據支持高社交焦慮者相較於低社交焦慮者，對於與社交焦慮有關詞彙，尤其是社交威脅詞彙具有注意力偏誤。這些研究發現認為高社交焦慮者有可能缺乏正向偏誤的保護機制，所以在社交焦慮情境中，容易選擇性忽略社交正向訊息，因而較缺少正向經驗與正向情感，反而會藉由逃避負面評價的方式，或是隱藏、抑制自己的社交焦慮情緒來維持良好的自我形象。

**關鍵字：**社交焦慮、注意力偏誤、認知內容特定性假設、社交威脅情境

## Abstract

The purpose of the present study was to utilize the cueing paradigm to investigate the attentional bias of emotional stimuli in high socially anxious individuals. Performance on a cueing task was assessed in high socially anxious (n=25) and non-anxious (n=29) individuals. Participants were assigned social anxious or no threat context, and were presented with seven word types (including neutral, general positive and threat, socially positive and threat, and physical positive and threat words) as cues in one square of the screen. Participants were asked to judge the target is "E" or "F" in valid cue (target and cue presented in the same place) and invalid cue trials (target and cue presented in the opposite place).

The results show that in the social threat context, when cue was socially positive word, high socially anxious individuals not only took less reaction time of target than non-anxious individuals in the invalid cue trials, but also paid less attention toward socially positive words than non-anxious individuals. However, there was no strong evidence support that high socially individuals would have attentional bias toward socially anxiety-related words, especially socially threat words. These findings suggest that high socially anxious individuals may lack of the prospective positive bias, therefore in the social threat context, they easily ignore socially positive information, and then were easily lack of positive experiences and positive affection. They used to avoid negative evaluation or suppress their socially anxious emotion in order to maintain a good self-image.

**Key words: social anxiety, attentional bias, specificity hypotheses of cognitive content of, social threat context.**