

Erratum to: Shared Cognition in Childhood Anxiety: Interpretation Bias in Preschool Children and Their Parents

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The original version of this article unfortunately contained an error. The abstract as published does not reflect the final results described in the body of the paper. The corrected abstract is given below. The authors regret the inconvenience caused to the readers.

Abstract Although interpretation bias has been associated with the development and/or maintenance of anxiety, its origins remain unclear. The present study is the first to examine the potential intergenerational transmission of this bias from parents to their preschool-aged children via parental story-telling. A community sample of 50 parent–child pairs was recruited. Parents completed measures of their own trait anxiety and interpretation bias, their child’s anxiety symptoms, and a written story-stem measure, to

capture the way parents tell their children stories. Interpretation bias was assessed in preschool-aged children (aged between 2 years 7 months and 5 years 8 months) using an extended story-stem paradigm. Young children’s interpretation bias was not significantly associated with their own anxiety symptoms. Neither was there evidence for a significant association between parent and child interpretation bias or between parent anxiety and the number of stories they ended in a threatening way. However, a significant positive association was found between the number of stories parents ended in a threatening way on the written stories measure and their child’s interpretation bias. There was some indication that this effect was stronger for younger children than older children. The results suggest that parental verbal information via storytelling could play a role in the development of interpretation bias in young children.

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