Social Fitness:
Theory and Practice

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June 29, 2006

Overview

Social Fitness: Theory and Practice
  Definitions
  The Model
  Social Fitness Training
Background:
  Self-blame and Shame in Shyness
    Vicious Cycles and Infinite Loops
    Changing Self-blame
Other-blame and Anger
  Correlated and an Interpersonal problem, Impact on Empathy
Three Vicious Cycles:
  Fight - Flight; Shame - Self-blame; Resentment - Blaming Others
How do we change behavior and reduce negative emotion?
  Research with Children; the Sunnyvale Project

The Experience of Shyness
SAD FIXs

Self - Blame and Shame

Avoidance
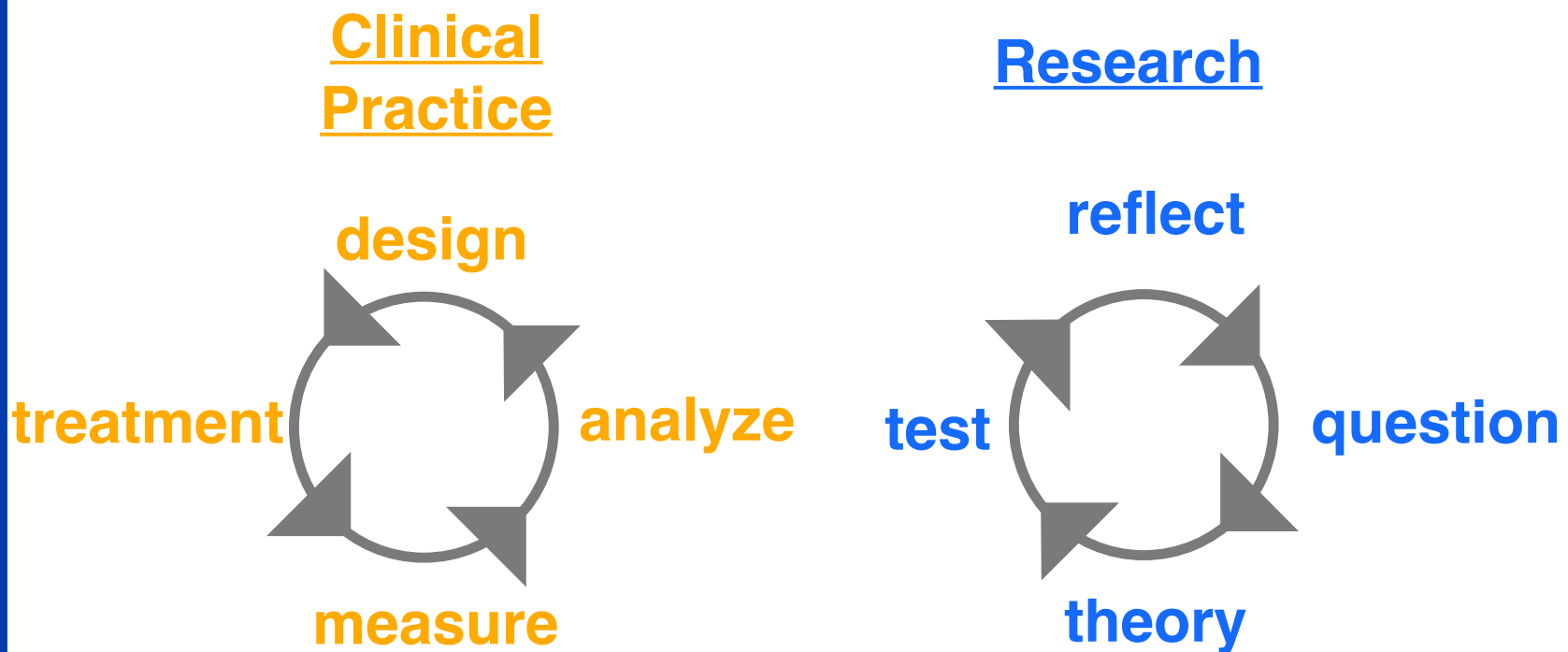
Distress

Fear of Negative Evaluation

I Must, but I Can't!

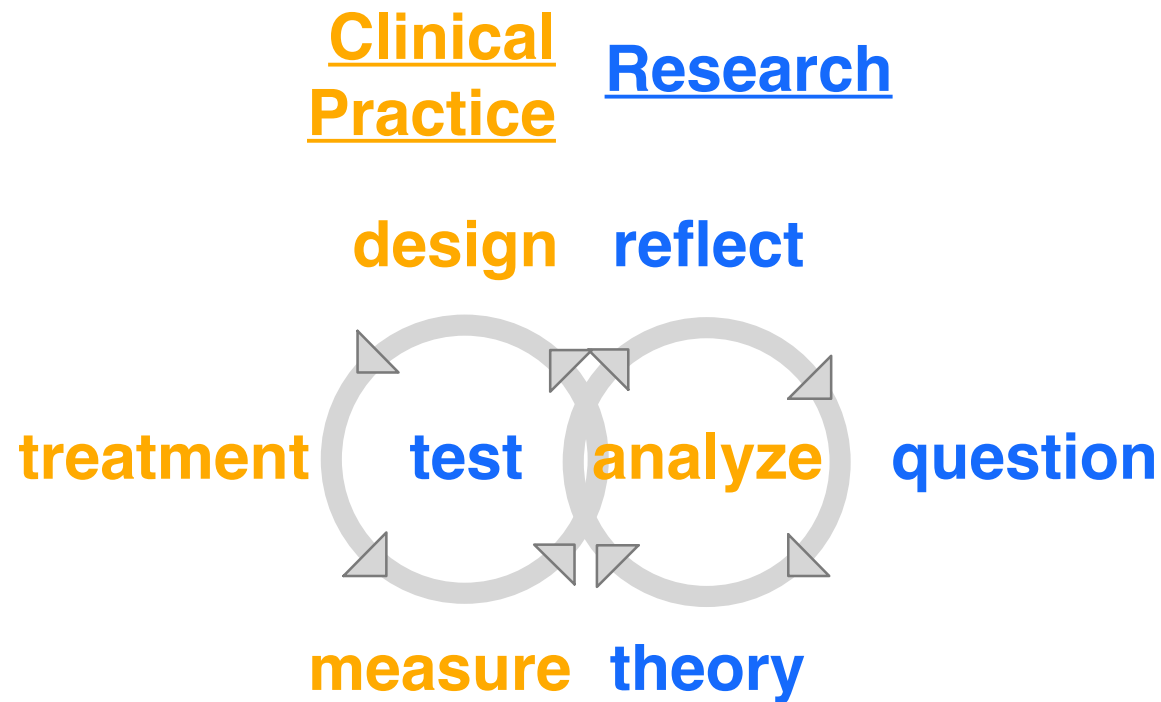**X**-posure: Fear of both Failure & Success

Self - Sabotage

Bad Brain Day

Perspectives: Co-informing

Clinical Practice

Research

design

treatment   analyze

measure

reflect

test   question

theory

Perspectives: Integrated

Clinical Practice   **Research**

design   **reflect**

treatment   **test**   **analyze**   **question**

measure   **theory**

Social Fitness Model

Social Fitness addresses both needs for emotional connection and needs for agency or competence.

Social Fitness implies satisfying interpersonal relationships, adequate emotion regulation, an adaptive cognitive style, and the proactive pursuit of personal and professional goals.

Social Fitness involves frequent social exercise. There are many situations in which to practice and many kinds of behaviors that may be considered adaptive.

Just as people play golf, tennis, hike, and jog to stay physically fit, people join groups and communities, maintain close relationships, meet new people, cultivate friendships, and develop intimacy with a partner to stay socially fit.

Social Fitness: Cognition and Emotion

Adaptive thinking patterns and emotion regulation are important components of social fitness.

Shy individuals reverse the self-enhancement bias in social situations, blame themselves and others, and experience shame and resentment.

When one is ashamed, others appear contemptuous, when fearful, others look dangerous, when vulnerable, others appear powerful and potentially threatening.

Negative emotion and negative thoughts affect each other in an escalating reciprocal pattern.

Social Fitness Training

Twenty-six Weekly Two-hour Cognitive-Behavioral Group sessions within an interpersonal theory framework

Daily Workouts

Self-Monitoring, Self-reinforcement

Exposures with Cognitive Restructuring

Changing negative attributions, beliefs about the self and others

Social Skills Training - meeting and conversing

Communication Training - Where do I go from here?

Building intimacy - self-disclosure, handling criticism, conflict

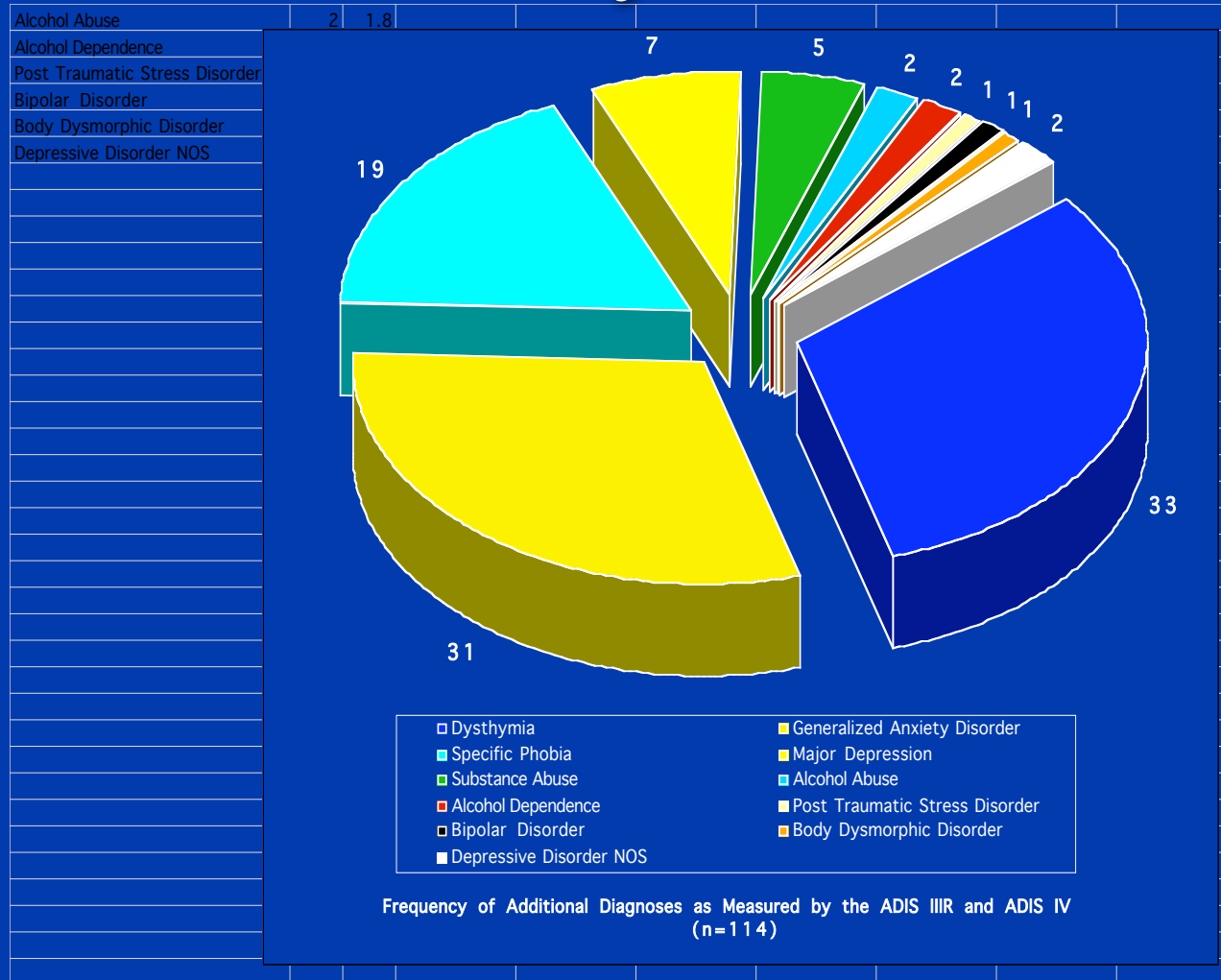Expression of Feelings

Empathy - listening

Attentional Focus Flexibility Training: self- other, empathic response

Video Taping

Client Demographics

	N		
GENDER	507		63% MALE; 37% FEMALE
AGE	499	16 - 71	M = 34
EDUCATION	462	4 - 26	M = 16
MARITAL STATUS	477	70%	NEVER MARRIED
		11%	DIVORCED/SEP
OCCUPATION	468	40%	PROFESSIONAL
		21%	BUSINESS
		13%	STUDENT
		2%	HOMEMAKER
		6.4%	UNEMPLOYED
		8%	LAB/TECHNICIAN
ETHNICITY	438	79%	CAUCASION
		11%	ASIAN
		10%	OTHER

Comorbidity in Clinic Sample

Alcohol Abuse		2	1.8
Alcohol Dependence			
Post Traumatic Stress Disorder			
Bipolar Disorder			
Body Dysmorphic Disorder			
Depressive Disorder NOS			

Legend:
- □ Dysthymia
- ■ Specific Phobia
- ■ Substance Abuse
- ■ Alcohol Dependence
- □ Bipolar Disorder
- ■ Depressive Disorder NOS
- ■ Generalized Anxiety Disorder
- ■ Major Depression
- ■ Alcohol Abuse
- ■ Post Traumatic Stress Disorder
- ■ Body Dysmorphic Disorder

Frequency of Additional Diagnoses as Measured by the ADIS IIIR and ADIS IV
(n=114)

Clients' Pre-test Scores

	N		
MILLON-APD	152	70% YES;	30% NO
SAD	277	94% YES	6% N0
BDI	182		M = 12
BFNE	138	1 - 5	M = 4.0
HEND/ZIM SHYQ	67	1 - 5	M = 3.5
SAQ-Self-blame	79	1 - 9	M = 6.0
SAQ-Shame	78	0 - 4	M = 2.7
EOS-Other Blame	100	1 - 7	M = 3.7
IIP-Socially avoidant	119	0 - 32	M = 22.0
SELF-ESTEEM	296	0 - 100	M = 43.8
TRAIT ANXIETY	267	0 - 100%	M = 89%
ENTITY THEORY	32	1 - 5	M = 3.2
EMOT SUPPRESS	30	1 - 7	M = 4.3
REAPPRAISAL	30	1 - 7	M = 3.6

Vicious Cycles: Fight or Flight

fear

automatic
thoughts

approach

avoid
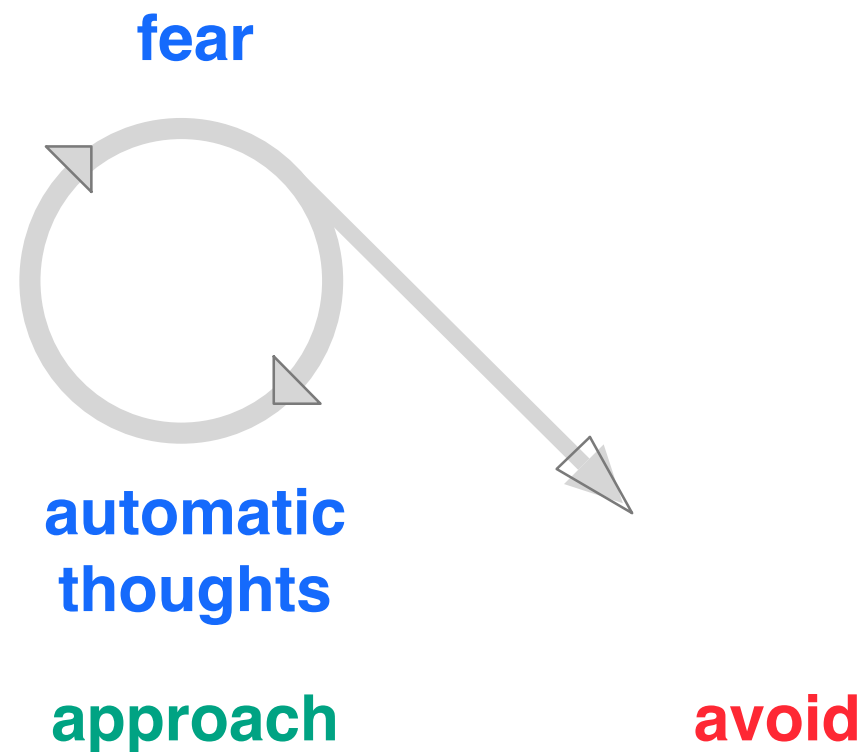
Vicious Cycles: Shame & Blame

shame

self-blame

approach   **avoid**

One Infinite Loop

fear   **shame**

Negative predictions   **self-blaming attributions**

approach   **avoid**
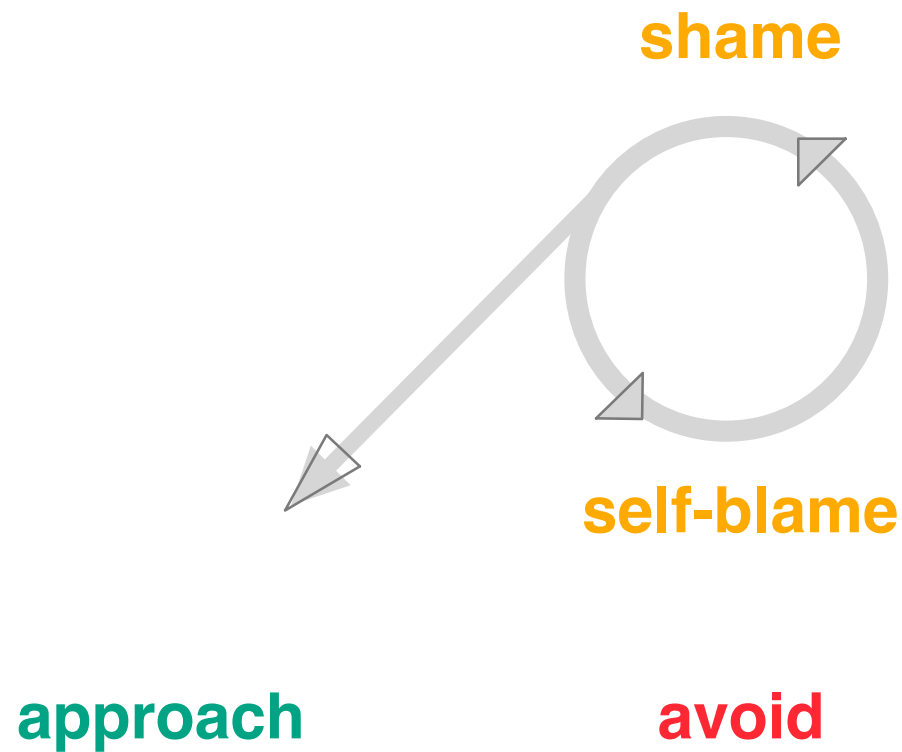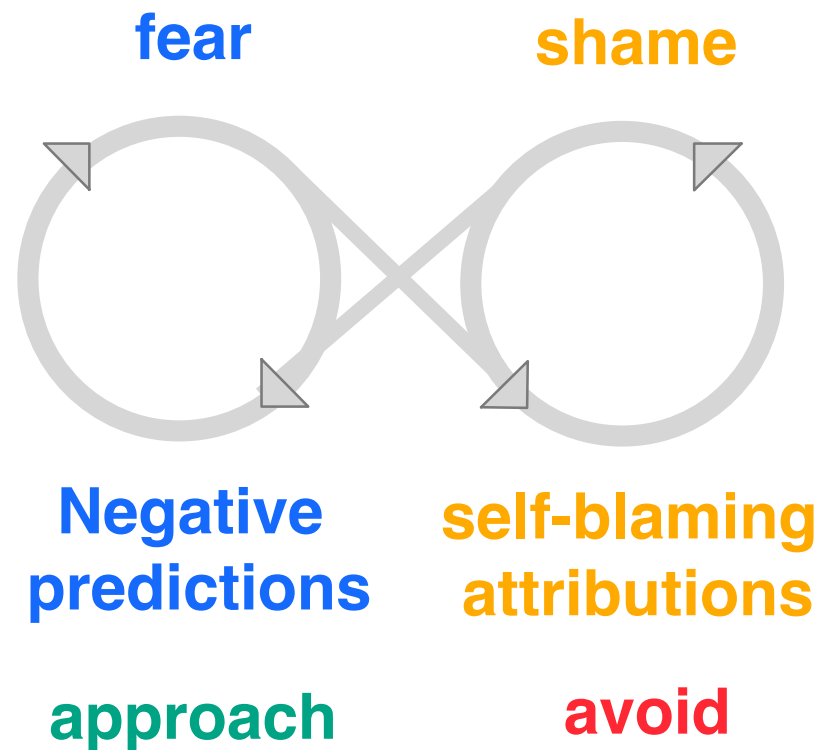
INWARD FOCUS
Moderates Self-blame in the Fearful

FEAR ⬇ INWARD FOCUS ⬆

self-blame and state shame ⬇

FEAR ⬆ INWARD FOCUS ⬆

self-blame and state shame ⬆

FEAR ⬆ SHY ⬆ INWARD FOCUS ⬆

dispositional-shame ⬆

Students Changed Self-blaming Attributions and Reduced Shame

Negative interpersonal outcomes:
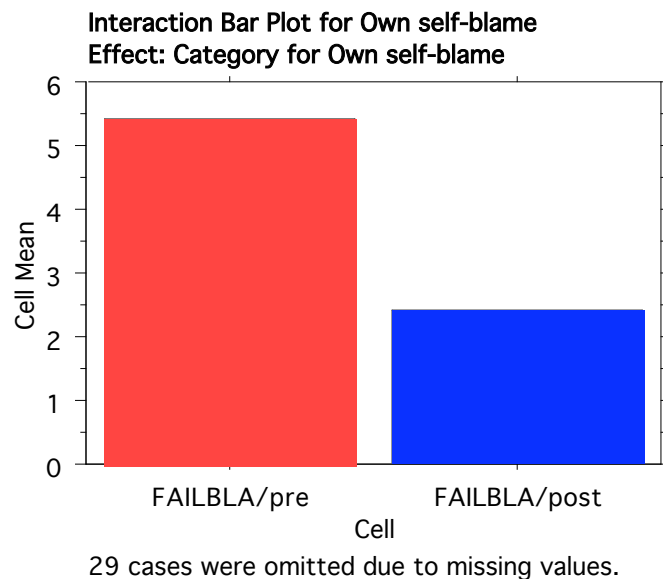
Internal, stable and global attributions ⬇

Self-blame and state shame ⬇

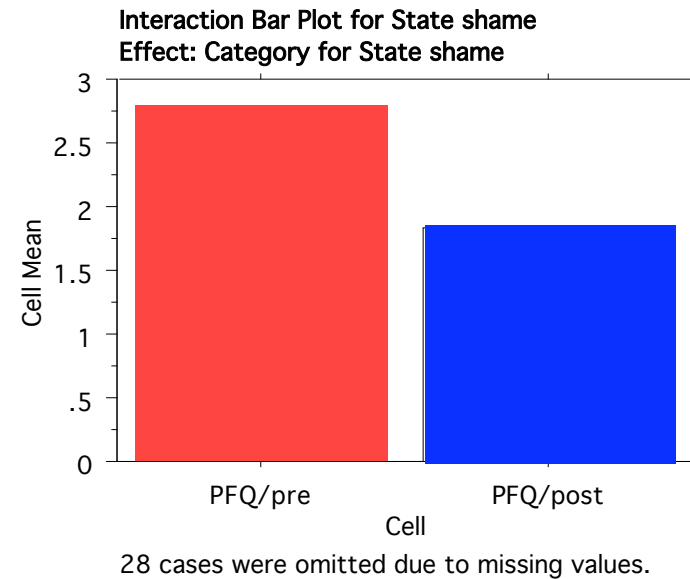Social anxiety ⬇ social avoidance and distress ⬇
trait shame ⬇ depression ⬇

Results

Self-blame

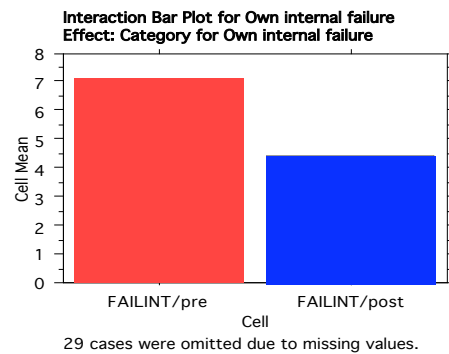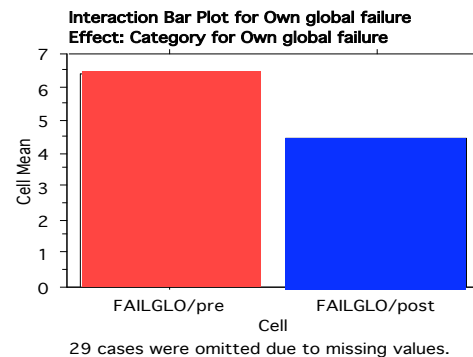Interaction Bar Plot for Own self-blame
Effect: Category for Own self-blame

29 cases were omitted due to missing values.

State-shame

Interaction Bar Plot for State shame
Effect: Category for State shame

28 cases were omitted due to missing values.

Results

Internal

Global

Stable

Interaction Bar Plot for Own internal failure
Effect: Category for Own internal failure

29 cases were omitted due to missing values.

Interaction Bar Plot for Own global failure
Effect: Category for Own global failure

29 cases were omitted due to missing values.

Interaction Bar Plot for Own stable failure
Effect: Category for Own stable failure

29 cases were omitted due to missing values.

Results Stanford Students

	N	F	p
Fear	25	4.52	.044
Depression	27	8.86	.006
Fear of Neg Eval	26	28.48	.0001
Social Anxiety	25	19.82	.0002
Social Avoidance and Distress	26	23.02	.0001
Trait Shame	26	17.76	.0003
Trait Guilt	26	6.96	.0142
Mattick Social Phobia	26	15.65	.0006

Results Clinic

	N	t	p
IIP-Avoidant	30	4.15	.000
IIP-Hostile	30	4.72	.001
IIP-Non-assertive	30	3.37	.002
IIP-Submissive dependent	30	3.63	.001
Depression	95	5.86	.000
Brief Fear of Neg Eval	54	5.57	.000
Social Anxiety	96	5.42	.000
Social Avoidance and Distress	60	6.97	.001
Trait Shame	90	4.96	.000
Trait Guilt	67	2.86	.01
STAXI Anger In	38	2.05	.048
Fearfulness	17	2.18	.045
SUDS reduction	50	29%	

Follow-up Study

Sample of Clients treated between 1994 - 1999

N = 43 up	Pre-test		Post-test		Follow-	
Severity	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
0 - 8	5.8	1.3	3.9	1.5	3.6	1.7
Interference	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
0 - 8	5.7	1.6	3.5	1.8	3.6	1.9
Satisfaction						
1 - 10					7.9	2.1

Current Post-tests

	N		Post-test
BDI	182		M = 7.8
BFNE	138	1 - 5	M = 3.3
HEND/ZIM SHYQ	67	1 - 5	M = 2.9
SAQ-Self-blame	79	1 - 9	M = 3.2
SAQ-Shame	78	0 - 4	M = 1.6
EOS-Other Blame	100	1 - 7	M = 3.1
IIP-Socially avoidant	119	0 - 32	M = 16.5
ENTITY THEORY	2	1 - 5	M = 2.6 (ns)
EMOT SUPPRESS	12	1 - 7	M = 4.3 (ns)
REAPPRAISAL	12	1 - 7	M = 4.0 (ns)
SUDS	111	0 - 100	M = 31%
GOAL ATTAINMENT	144	0 - 10	M = 6.4

Shyness and Self-blame in a High School Sample

	Self-blame		Non-self-blame	
	Shy (n = 34)	**Non-shy** (n = 11)	**Shy** (n = 20)	**Non-shy** (n = 22)
Social Anxiety M SD	.69a .85	-.55c .62	-.05b .80	-.84c .73
Fear Neg Eval M SD	.66a .66	-.40bc 1.02	-.02b .91	-.80c .85

Note: M and SD: standardized: p <.05

Shame and Anger in Shyness: The Literature

- Shyness associated with self-blame and shame
- Chronically shy blame others
- View others as dangerous, rejecting and unreliable
- Shame is painful. Blaming others lessens the pain. Protects self-esteem
- Shy individuals may use other-blame to reduce negative emotion.

Shame and Anger in Shyness: The Literature

● Shame-prone patients experience rage.

● Shame is associated with hostility and resentment.

● Socially avoidant individuals hostile toward self and others

● Blaming others has negative consequences.

● Shame is negatively correlated with empathy.

● Empathy may not reduce anger and hostile behavior.

Blaming Others and Empathy: High School Sample

- Perspective-taking is associated with adaptive interpersonal functioning.

- Empathic concern for others is associated with shyness.

- Blaming others was the ONLY significant negative predictor of perspective taking and empathic concern.

Distress/distrust vs. Empathy/Trust:

Factor one

 distress/distrust

 of self and others

Factor two

 empathy/trust

 in self and others

Fear of negative evaluation

Social Anxiety

Shy

Anger
Self-blame

Personal distress

Moody

Private self-consciousness

Outgoing

Delay

Empathic Concern

Perspective-taking

Calm

Shame and Anger in Shyness: Clinic Sample

● Shame predicts self-defeating behavior, passive aggression.

● Shame is correlated with resentment and antisocial attitudes.

● Clients with Avoidant Personality Disorder are:

    more shame-prone,

        more likely to externalize blame

STAXI
Shyness Clinic Sample

N = 115	Trait Anger	Anger-in
Mean percentile	63	78
SD	24	27

Shame And Anger In College Student Sample
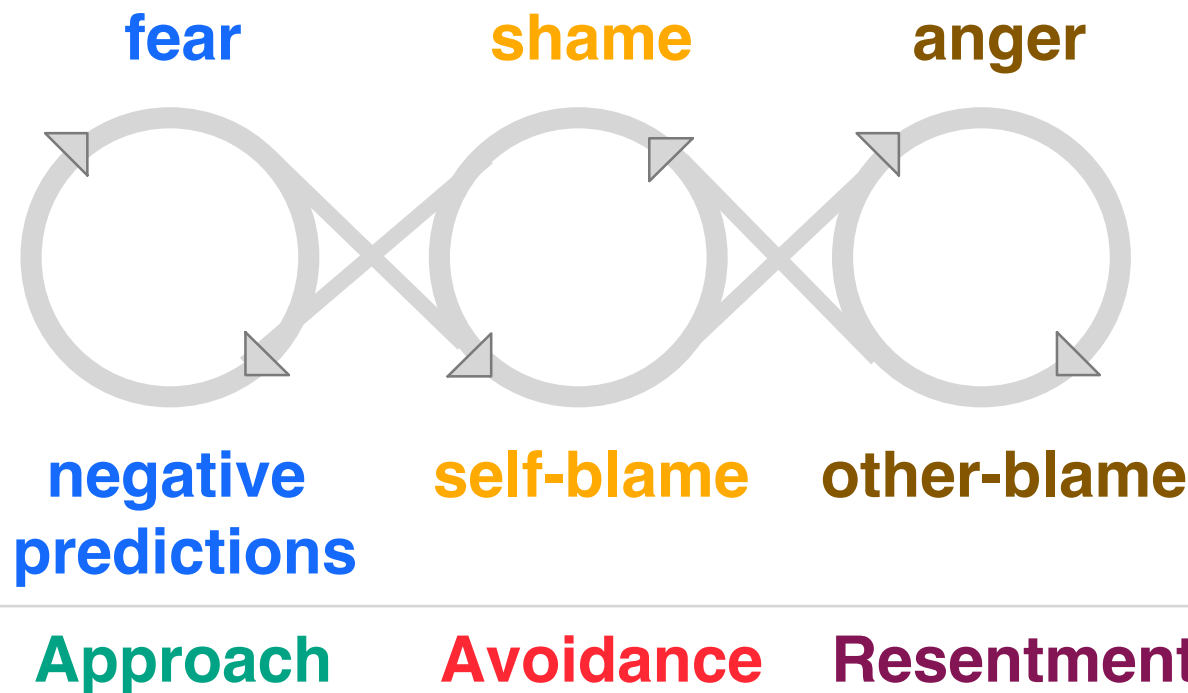
● Shame and anger in Stanford students

SHY students ⬆

NON-SHY students ⬇

Infinite Loops

Fight/Flight	Shame/self-blame	Anger/other-blame
fear	shame	anger
negative predictions	self-blame	other-blame
Approach	Avoidance	Resentment

Thoughts and Beliefs about Others: Stanford Students

To what extent do you relate to each of these statements?

Please make a rating on a 7 point scale from 1 (not at all) to 7 (very much).

Shy	Non-shy	
3.5	2.3	People will be rejecting and hurtful if I let them close to me.
3.3	1.6	People do not relate to my problems.
4.6	2.1	I must not let people know too much about me because they will misuse the information.
3.5	1.5	People are more powerful than I am and will take advantage of me.
3.2	1.8	If people see my discomfort they will feel contempt for me.
2.9	1.7	People will make fun of me and ridicule me.

Thoughts and Beliefs about Others: Shy Students vs. Clinic Sample

● Clinic patients ⬆

● SHY Students ⬇

Reducing Other-blame and Resentment

	N	t	p
EOS-Thoughts/Others	99	5.86	.000
M = 3.7; 3.1 (1-7)			
STAXI Trait Anger	113	2.05	.01
M = 63%; 57%			
STAXI Anger In	115	3.53	.00 M
M = 78%; 69%			

The "Henderson/Zimbardo" Shyness Questionnaire

- I blame myself when things do not go the way I want them to.

- I sometimes feel ashamed after social situations.

- I am usually aware of my feelings, even if I do not know what prompted them.

- If someone rejects me I assume that I have done something wrong.

- I tend to be more critical of other people than I appear to be.

ShyQ.
(at www.shyness.com)

(Rating scale from 1, not at all characteristic of me to 5, extremely characteristic of me)

Web site respondents: M=3.6 (SD=.6)

Stanford students: M=2.5 (SD=.6)

Clinic Sample: M=3.6 (SD .56).

Chronbach's Alpha for six samples=.92

Correlation with the Revised Cheek and Buss Shyness Scale (college samples) = .6 and .67 (Melchior and Cheek, 1990).

ShyQ, Convergent Validity: Correlations: Clinic Scales

	Correlation	N	p
BFNE	.77	36	.000
STAXI Anger in:	.60	40	.000
EOS	.73	40	.000
Fearfulness (EAS)	.52	40	.001
Coopersmith SE	-.67	39	.000
Trait Shame (PFQ)	.75	40	.000
Inner focus (PRSC)	.55	40	.000
BDI	.56	40	.000
Highly Sensitive (HSP)	.49	40	.001
Tosca Shame	.80	36	.000
RCBS	.74	39	.000

Avoidant Personality Disorder

N (58)	APD (44)	Non-APD (14)
Shy Q. M	3.7 - 3.0	3.1 - 2.7
N = 89	APD (69)	Non-APD (20)
EOS M	3.9 - 3.0	3.2 - 3.0
N = 103	APD (85)	Non-APD (18)
Anger-in M	83% - 73%	65% - 55%
N = 105	APD (84)	Non-APD (21)
Avoidance M	23 - 17	19 - 15

Shame is a negative predictor of goal attainment (1-10), and empathy is a positive predictor.

Shyness and Communal Values Correlations with CSIV scales

Locke's Circumplex Scale of Interpersonal Values, Student Sample

N = 77

ShyQ. scores are associated with putting others' needs first (.53), avoiding social humiliation (.42), avoiding anger (.39), and with feeling connected to others (.22).

The **ShyQ.** is **NOT** associated with valuing forcefulness, having the upper hand, seeking revenge, or having an impact.

Getting to Know You

A large sample of singles using dating services were lower in dynamism, enthusiasm, friendliness, and openness than the general population.

Shy singles need a supportive, safe environment in which to practice.

As shy people "warm up" and participate in groups the impression changes. There is in fact no correlation between shyness and intelligence and physical attractiveness - though attractive shy individuals are seen as snobbish.

Friends see shy men as less shy, mates see shy men as not shy.

Dating

Dating service sample = 1100

Singles were lower in enthusiasm, friendliness, and openness than other samples from the general population . Shy people made up 1/3 of Great Expectations group and 1/2 of Events and Adventures.

Overwhelming majority of shy singles reported being willing to make a sustained effort to overcome it (75%)

Small seminars, groups, mixers, interacting with friendly confederates as well as other singles are helpful, eg.,

They are planning a new seminar regarding dating roles, complete with social homework.

Staff is trained, complete with cheat sheets, to introduce new members to at least three people, greet new members by name, express interest in them as people, etc.

A little goes a long way: Mentor

Initial contacts and getting acquainted are often the big hurdles

At first impression shy people may be seen as less intelligent and attractive

Research shows it doesn't take much contact or verbal support to make great deal of difference when mentoring college students. We mentor those who feel shy through coaching.

Events and Adventures, a singles club in Seattle area, provides small workshops like "What do you say after you say hello," trains staff to model socially appropriate behavior and to facilitate socializing among members.

How Will I Ever Find a Mate?

Critical self-preoccupation interferes with sexual enjoyment and getting to know one's partner.

Clinical observation suggests that shy men feel guilty about sexual attraction and fear they'll be seen as predators.

They hesitate to communicate interest and often overlook sexual attraction cues from women.

A study of shy men showed that some frequented prostitutes because they felt hopeless about finding other partners or felt less performance anxiety with prostitutes.

David's Lament

Imagine his surprise when ....

What about sex?

Painful secrets

Staying at it - building intimacy

Socially Anxious Children, the Sunnyvale Project

The sample:

    33 English 8 to 9-year-old school children,

    30 American 7 to 11-year-old "problem" children.

Measures:

    SPAI-C (Beidel, Turner, & Morris, 1995)

    SNAS (Henderson, Banerjee, and Smith, 1999)

    Second-order false belief task; Faux pas task (O'Riordan, Baron-Cohen, Jones, Stone, & Plaisted, 1996); Emotion

    display task (Banerjee & Yuill, 1999)

Socially Anxious Elementary School Children

⇓ less understanding of others' mental states in faux pas situations

Even less when negative emotions present.

⇓ less understanding of others' self-presentational behavior

Even less when negative emotions present

⇓ teacher ratings of "interactive sociability"

Elementary School Children Results of Social Skills Groups

● Good News:

⬆ teacher ratings

⬆ attention and interactive sociability

⬇ bizarre behavior.

● Bad News:

NO CHANGE

social anxiety, loneliness, negative emotion.

Shyness and Technology

Extremely shy (4.6%) adolescents use computers more than the non-shy.

> computer games, email.
>
> endorse email as communication medium more
>
> endorse letters, email, and telephone for interpersonal conflict
>
> experience more loneliness and self-blame

Moderately shy = non-shy

> BUT
>
> > talk via email and telephone more

More recent results show that they may use technology less for socializing and socializing online is associated with reducing shyness offline.

Conclusions

Good News:

   We have come a long way from the Prison Study.

Bad News:

   There is a long way to go.

Hopes and Dreams:

   Research with children and adolescents will prevent

   the development of chronic, painful shyness.

   We can become more effective at helping shy clients regulate
   negative emotion.

Thank you

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