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Challenged by cognition : toward optimal measurement and greater understanding of youth cognition in school refusal and cognitive behavioural therapy outcome

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Stellingen (Propositions)

Behorend bij het proefschrift

Challenged by Cognition: Toward Optimal Measurement and Greater Understanding of Youth Cognition in School Refusal and Cognitive-Behavioural Therapy Outcome

Marija Maric

1. It is easier to make theoretical distinctions between cognitive factors associated with youth psychopathology than it is to make such distinctions in practice. (this dissertation)
2. Anxious youth have a tendency towards interpretation of ambiguous information as threatening and to underestimate their ability to cope with stressful situations. (this dissertation)
3. Having negative automatic thoughts related to a sense of 'social threat' and 'personal failure' or making a negative cognitive error characterized by 'overgeneralizing' can impede youth from attending school regularly. (this dissertation)
4. Successful school attendance and reduced levels of school fear following CBT depend, to an extent, on the enhancement of an adolescent's sense of self-efficacy. (this dissertation)
5. "It's quite possible that nondepressed, high self-esteem, and nonanxious children distort just as much as depressed, low self-esteem, and anxious children, if not more so, but in a self-enhancing and positively biased manner rather than in a negatively biased manner" (Leitenberg et al., 1986; Journal of Consulting and Clinical Psychology, 54, 528-536).

6. The more heterogeneous the psychological condition, the more difficult it is to investigate (cognitive) factors involved in its phenomenology.
7. "Which treatment works for whom and when?" (Kiesler, 1966). It was already suggested about 45 years ago that researching treatment moderators is a direction for future research.
8. To learn more about the efficacy of youth interventions, it is important to study both treatment moderators and treatment mediators, simultaneously.
9. One's schooling should not interfere with one's education.
10. Negative cognitive errors are not only characteristic of people with psychological disorders, but they are universal to all people.

