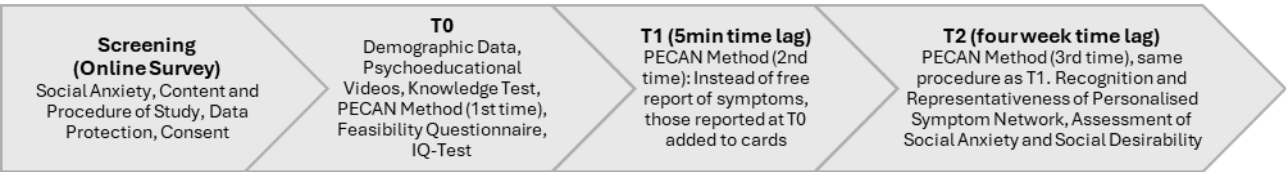


Supplementary Materials

Figure S1 Procedure Overview



N = 75, no dropout

Figure S2 Frequency distribution of reported symptoms

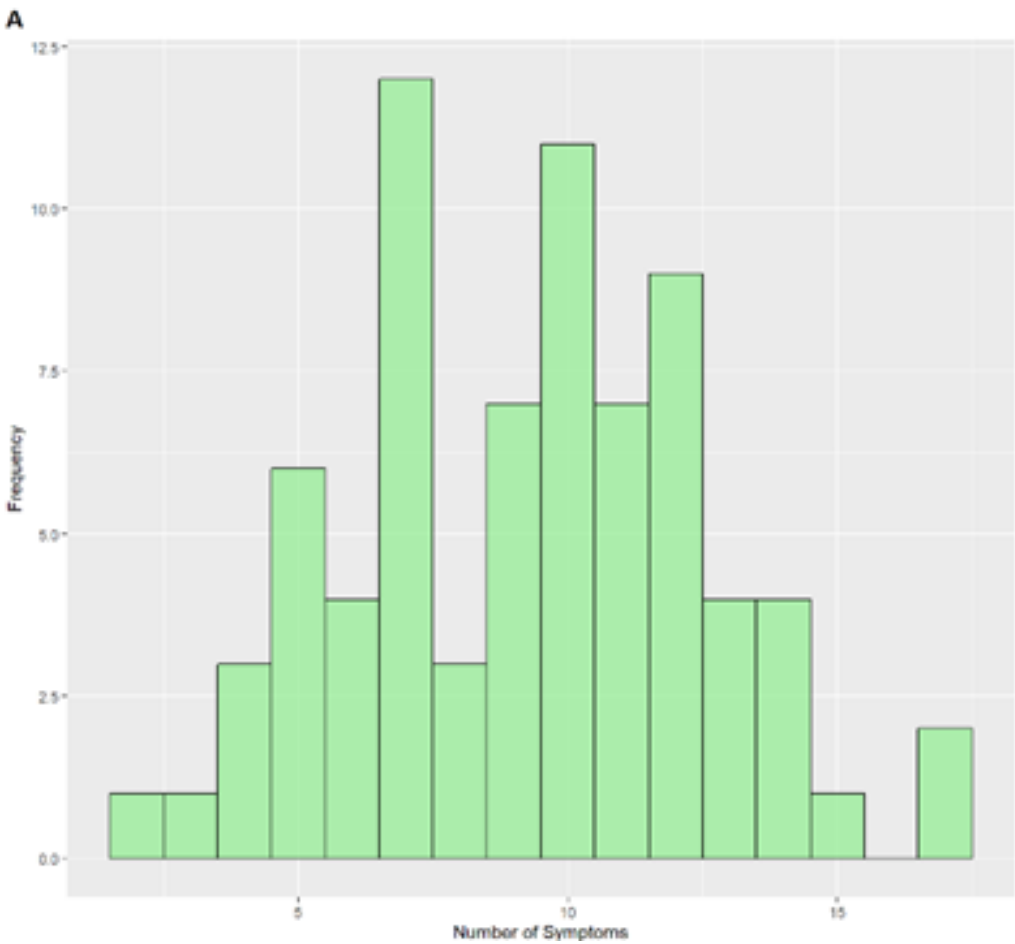


Figure S3 *Frequency distribution of retest reliability of causal relations T0 to T1*

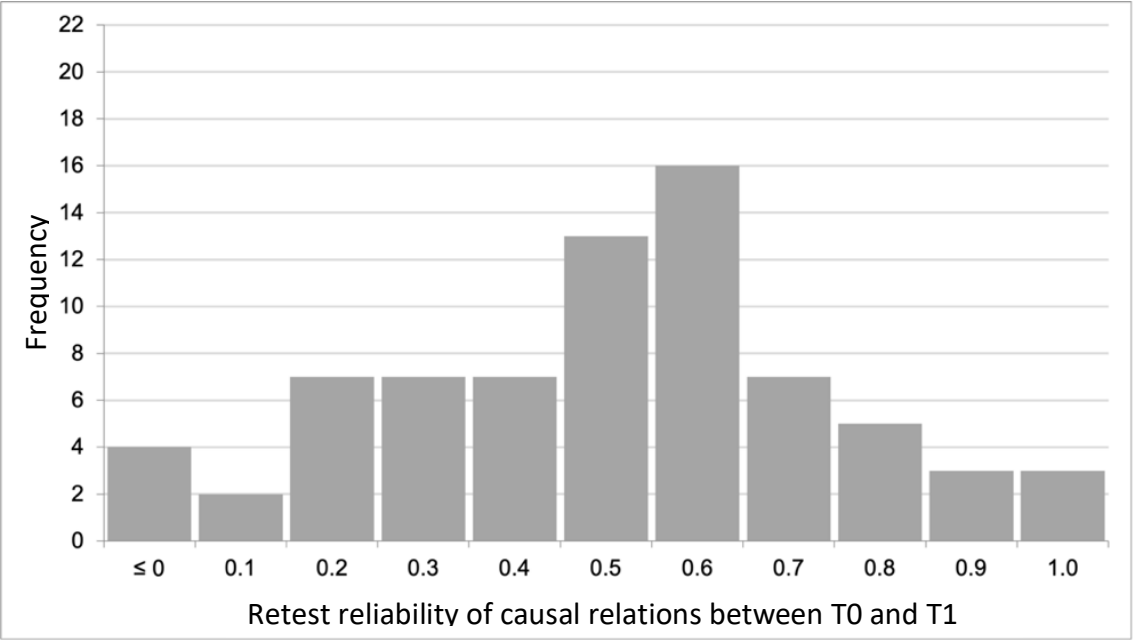


Figure S4 *Frequency distribution of retest reliability of causal relations T0 to T2*

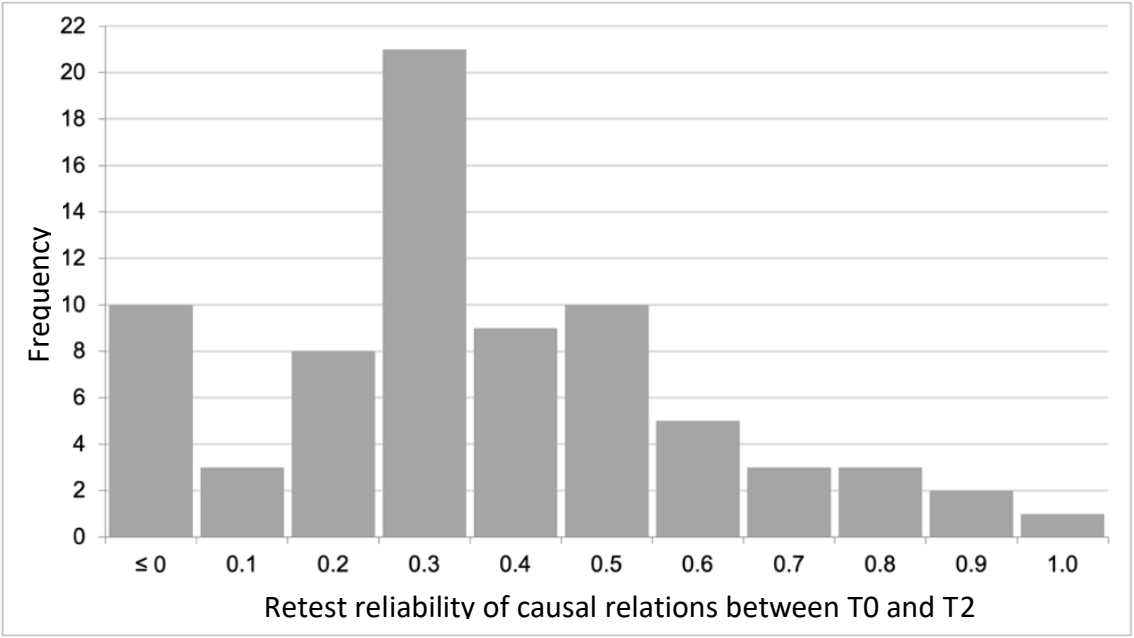


Table S1. Overview and Statistical Values of the Feedback Questionnaire Items

Item number	Items Feedback Questionnaire	M	SD	Item-Total Correlation
1	Understanding the content of the symptom videos (first video).	3.47	0.70	.19
2	Freely reporting symptoms that I know from my own experience.	3.05	0.80	.13
3	Assessment of the burden caused by symptoms (0–10).	3.00	0.81	.03
4	Understanding the content of the network videos (second video).	3.43	0.64	.26
5	Selection of symptoms I know based on the provided symptom cards.	3.16	0.74	.27
6	Selection of symptoms that influence another symptom.	2.69	0.82	.29
7	Assessment of the relationships/influences (based on the arrows).	2.56	0.81	.16
8	The complete procedure of the assessment, i.e., selecting and evaluating all symptoms.	2.96	0.63	.46
9	The explanatory video on symptoms (first video).	3.63	0.54	.31
10	The explanatory video on networks (second video).	3.68	0.52	.28
11	The imagination exercise that was supposed to help you remember the situation and put yourself in it.	3.12	0.79	.18
12	The cards with possible situations in which such symptoms can occur.	3.51	0.62	.34
13	The explanations of symptoms you received from the examiner or that were shown on the back of the cards.	3.59	0.70	.15
14	The smiley scale from 0–10 for assessing the burden of symptoms.	3.15	0.85	.06
15	The arrows to estimate the influence between symptoms.	3.19	0.65	.26
16	The three piles for sorting symptoms I know.	3.52	0.53	.34
17	I understood the purpose of the task.	3.48	0.62	.36
18	I always knew what to do.	3.40	0.70	.30
19	I felt overwhelmed by the task.	3.71	0.61	.08
20	I felt stressed during the task.	3.63	0.61	.06
21	The task helped me better understand my symptoms.	3.12	0.72	.19
22	The symptom examples on the cards helped me find my own examples and describe them in my own words.	3.20	0.75	.37
23	I gave feedback to my contact person.	2.65	1.15	-.08

Notes: All items use a four-point response scale: Items 1–8 from 1 (difficult) to 4 (easy), Items 9–16 from 1 (not helpful) to 4 (helpful), Items 17–23 from 1 (strongly disagree) to 4 (strongly agree).

Table S2. *Symptoms that were available for selection with PECAN-C.*

Symptoms	
1. Cognitive	
1.1	Negative expectation of the situation
1.2	Negative thoughts in the situation
1.3	Rumination
1.4	Self-focused attention
1.5	Difficulty concentrating & not remembering things
2. Emotional	
2.1	Fear of evaluation
3. Physical	
3.1	Physical excitement / physical reactions
3.2	Physical complaints
3.3	Sleep problems
3.4	Voice sounds strange
4. Behavior	
4.1	Avoidance behaviour
4.2	Safety behaviour
4.3	Freezing
4.4	Safety behaviour
4.5	Crying
4.6	Making oneself small
4.7	Clinging
4.8	Stuttering

Table S3. *Symptoms with definition and example provided to participants.*

Category	Symptom	Definition	Example
Cognitive	Negative expectation of the situation	Thinking that something bad will happen in a social or performance situation.	A child thinks, 'Everyone will laugh at me when I speak in class.'
Cognitive	Negative thoughts in the situation	Having negative thoughts about yourself during a situation.	While presenting, a teen thinks, 'I sound so stupid right now.'

Cognitive	Rumination	Going over and over about things that went wrong.	After a group discussion, a child keeps replaying what they said, wondering if it was wrong.
Cognitive	Self-focused attention	Thinking only about yourself instead of the what's around you.	During a performance, a child is fixated on how much they are sweating.
Cognitive	Difficulty concentrating & not remembering things	Having trouble paying attention or remembering things due to anxiety.	A teen forgets what they wanted to say in a conversation.
Emotional	Fear of evaluation	Being scared others will think badly of you.	A child avoids asking questions in class out of fear of being laughed at.
Physical	Physical excitement / physical reactions	Feeling bodily changes related to anxiety.	Heart racing and sweaty palms before giving a speech.
Physical	Physical complaints	Experiencing Body hurting even when you're not sick.	A child complains of stomach pain before school presentations.
Physical	Sleep problems	Having trouble sleeping due to anxiety.	A teen lies awake worrying about an upcoming school event.
Physical	Voice sounds strange	Voice sounding different because you're nervous or nervousness.	A child notices their voice shakes or cracks when reading aloud.
Behavior	Avoidance behaviour	Avoiding things that make you nervous to reduce anxiety.	A child skips school to avoid giving a presentation.
Behavior	Safety behaviour	Doing things to feel safe in anxiety-provoking situations.	A teen always brings a water bottle to feel more secure during class.
Behavior	Freezing	Not able to move or talk due to anxiety.	A child stands silent and still when asked a question.
Behavior	Crying	Crying when you're upset to stress or fear.	A child begins to cry when forced to perform in front of others.
Behavior	Making oneself small	Trying to be invisible to avoid attention.	A teen slouches and avoids eye contact in a group setting.
Behavior	Clinging	Holding onto someone, e.g., with a caregiver for reassurance.	A child holds onto their parent's leg at a social gathering.
Behavior	Stuttering	Having trouble speaking or prolongations of sounds.	A child repeats the first sound of words when speaking under stress.

Table S4. *Correlations between moderating variables and feasibility / reliability*

Outcome Variable	Moderator Variable				
	Age	IQ	Knowledge	Social Anxiety	Social Desirability
Reliability	.31**	.23*	.18	-.02	-.04
Feasibility	.32**	.03	.31**	.07	-.13

Note. $N = 72$, $df = 71$. * $p < .05$. ** $p < .01$. *** $p < .001$.

Material S1: Knowledge Test and Expected Answers

Open Question: What is meant by a symptom network?

Expected Answers:

- Mention that symptoms are represented (e.g., "Represents symptoms") -> 1 point
- Symptoms in the network are connected to each other (e.g., influence each other / interact / are causally related / lead to other symptoms) -> 1 point

Open Question: What aspects of symptom networks can differ between individuals?

Expected Answers:

- Selection of symptoms (e.g., which symptoms are represented) -> 1 point
- Connections between symptoms (e.g., a symptom can lead to different other symptoms in different individuals / be connected to different symptoms) -> 1 point
- Strength of influence (e.g., influence between symptoms can vary in strength) -> 1 point
- Intensity of burden (e.g., symptoms can be more or less burdensome) -> 1 point

True/False Questions (1 point per question)

1. Situations that we experience as stressful trigger certain symptoms in us. These symptoms can influence each other, meaning they can cause other symptoms. Symptoms and their influences can be represented as a network. (true)

2. In stressful situations, symptoms always occur across all four levels (behavior, thoughts, emotions, physical sensations). (false)

3. During an argument, Kaya breaks her sister Laura's necklace. Laura feels both angry and sad. She thus has two symptoms on the emotional level at the same time. This is possible because multiple symptoms on one level can occur simultaneously. (true)

4. Junis and Mara are both sad. While Junis thinks a lot and retreats to his room, Mara runs to her mother and cries. This is an example showing that a symptom (being sad) can lead to different other symptoms in different people. (true)

5. Ani is sad because the school trip planned for today was canceled. It is not possible for Ani to still be sad the next day, since the event (school trip cancellation) is already over. (false)
6. Mia is angry at her brother Max. This causes her to immediately feel the anger in her stomach. However, she doesn't go to Max to yell at him. The anger strongly leads to a physical sensation in her stomach but does not cause a specific behavior. Symptoms can therefore vary in how strongly they lead to other symptoms. (true)
7. Malik and Anna are both afraid of spiders. Both encounter a spider and feel fear. For Anna, the fear is not very burdensome. Malik, however, finds the fear highly distressing. It is possible for both to perceive their fear differently in terms of burden. (true)
8. Because Mila is sad, she stops going to riding lessons. Because she stops going to riding lessons, she becomes sad. Only one of these statements is possible. (false)

Material S2 Interview Guide - Semi-Structured Interview PECAN-CA

Symptom Selection:

---- Make sure participants do not read through all symptom definitions, only if they are unsure about a symptom ----

Hand out symptom cards:

"I will now show you a series of symptoms that can occur. Which symptoms appear can vary slightly between children/adolescents. It's important to select the main symptoms that you really know well from yourself. It's not about selecting as many symptoms as possible. Please read the description on the back only if you're unsure what the symptom means."

Explain the three piles:

- 1) Green: I know this from myself and I understand it.
 - 2) Yellow: I'm not sure or didn't understand it.
 - 3) Red: I don't know this from myself and I know what it means.
- > Let children sort the cards into the piles in order.

The experimenter focuses on pile (1) (symptoms they know): Plausibility check of symptoms sorted into this pile: "What is it like for you when you...?"

-> Check if the child's definition matches the card definition.

If yes: Mark as a present symptom on the documentation sheet "Symptom Overview".

If no: Identify the term the child meant, find a matching term and write on a new card or assign to another card.

Pile where they are sure and symptoms are not present:

"Did you understand all the symptoms?" -> If not: Explain symptom again.

Pile where they are unsure: Go through each symptom and ask:

"Why did you place this symptom in this pile?"

Not understood: Experimenter explains the symptom in their own words.

Not sure: "What makes you unsure?" e.g., not always there -> "Was that the case during [the time period]?"

-> Emphasize that it's okay to exclude the symptom if uncertain.

Determine if freely reported symptoms match the predefined ones:

"I've now shown you a range of possible symptoms and you've selected the important ones for you. I'd like you to reconsider whether the symptoms you freely reported earlier describe something similar or the same as one or more of these shown symptoms."

-> Discuss with the child whether there are matches and assign cards (consider symptom function, e.g., if smiling gives safety, it might be a safety behavior; if ruminating happens before a situation and is negative, it could be a negative expectation).

-> Stack cards if there's a good match. Burden Assessment (10-point scale):

Shuffle relevant symptoms, lay them in a circle, let children determine order - turn over each rated symptom:

"Now we'll look at how much each symptom affects you - how bad each one is for you. Which symptom do you want to start with?"

"How much does this symptom affect you? 0 means not at all, 10 means very much."

Go through all symptoms in the child's chosen order. Record on "Symptom Overview" sheet.

External Field:

"Besides symptoms, are there other things that caused your symptoms to occur during [the time period]? For example, something changed, happened, or something in your environment stressed you out?"

-> Write the response on a card (different color), place it below, and record it on the "Symptom Overview" sheet.

Causal Connection Assessment:

"Now we want to look at how strongly the symptoms influence each other."

-> Mix symptoms, lay them in a row on the table.

"Which symptom would you like to start with?"

-> Child selects a symptom and places it in the center.

"Which of the other symptoms influence this one (e.g., your anxiety) - which cause you to feel this way?"

-> Child selects relevant symptoms (no limit).

"You've selected these (three) symptoms (name them) that cause you to experience (symptom)."

-> Place selected symptoms next to the main one.

"How strongly does (symptom) cause (symptom)? The thicker the arrow, the stronger the influence."

-> Let child estimate strength on a 5-point scale (1 to 5) using arrows. Ask them to place the arrows accordingly. Record on causality protocol sheet.

Assess certainty of causal links:

"How sure are you that this symptom influences the other? 10 means absolutely sure, 0 means not at all sure."

-> Record on causality protocol sheet.

If external field selected:

"How strong is the influence of the external factors you selected (e.g., place, event, etc.) on (symptom)?"

-> Estimate strength using 5-point scale and record.

-> Assess certainty of causal links for external factors:

"How sure are you that this external factor influences the symptom? 10 means absolutely sure, 0 means not at all sure."

-> Record on causality protocol sheet (write certainty as a slash after strength, e.g., 5 / 8).

Then lay all symptoms and external fields back in a row and put arrows aside. Let the child choose the next symptom and repeat the procedure for each one.