



**Boston**  
MAY 25-28, 2017

29<sup>th</sup> Annual  
Convention

ASSOCIATION FOR PSYCHOLOGICAL SCIENCE

## **Poster Session XIX**

Sunday May 28

1:00 PM - 1:50 PM

APS Exhibit Hall

(Setup 12:50 PM)

### **XIX-1 - A Direct Test of Absolute Vs. Relative Judgments in Lineup Decisions**

In a seminal paper, Wells (1984) proposed that eyewitnesses who mistakenly identify innocent suspects may have adopted a relative judgment strategy rather than the preferable absolute judgment strategy. We tested that hypothesis by instructing participant-witnesses to adopt one or the other strategy and collecting manipulation checks and lineup accuracy data.

Mario Baldassari, University of Victoria

D. Stephen Lindsay, University of Victoria

(Cognitive)

### **XIX-2 - How Are You Feeling Today, Dave? Using IBM's Watson Supercomputer to Extract Emotions from Natural Language**

We used IBM's Watson supercomputer to detect emotions in text diaries written by crew members of a NASA-affiliated science team in Antarctica. Watson's detection of Joy and Sadness in the dairies correlated significantly with Likert measures of daily happiness and distress, offering initial validation of Watson's usefulness in psychological research.

Michael A Morrison, Michigan State University

(Industrial/Organizational)

### **XIX-3 - Social and Emotional Intelligence Training to Promote Diverse and Inclusive STEM Departments and Climates**

There are barriers to increasing the U.S. STEM talent pool. Our framework integrates social and emotional learning and emotional intelligence theory to enhance team science. We focus on SEL and EI benefits in youth and bias reduction training in adults to warm the STEM workplace, leading to inclusion and innovation.

Tamera Schneider, Wright State University

Kenneth W. Griffin, Weill Cornell Medical College

Morgan Borders, Wright State University

(Social)

### **XIX-4 - Intergenerational Transmission of Self-Regulation: The Effects of Mindful Parenting**

Inter-generational transmission theories hypothesize a link between parental and adolescent self-regulation. We examine the effects of mindful parenting, a measure of self-regulatory processes within the parenting context, on adolescents' emotional dysregulation. Tests of mediation showed that negative parenting behavior significantly mediate the effects of mindful parenting on adolescents' emotion dysregulation.

Vanesa Perez, Arizona State University

Nancy Gonzales, Arizona State University

(Clinical Science)

### **XIX-5 - Teaching Emotional Vocabulary Improves Emotional Regulation**

Pilot participants completed a battery of emotional assessments pre- and post-training. During training, participants received an emotion word/definition each morning on their smartphone. At posttest, participants' familiarity for received words increased, and they expressed fewer emotional regulation problems. This training is a quick, cost-effective way to improve emotional regulation.

Eric A. Borowsky, University of Massachusetts Dartmouth

Timothy Marum, University of Massachusetts Dartmouth

Brenna R. McLoughlin, University of Massachusetts Dartmouth

Erica Dufresne, University of Massachusetts Dartmouth

Ann A. Vallier, University of Massachusetts Dartmouth

Jennifer M. Fugate, University of Massachusetts Dartmouth

(Personality/Emotion)

## **XIX-7 - Examining the Effects of Drawing and Writing on Mood**

Participants in three groups drew about their best possible self (BPS), wrote about their BPS, or drew whatever they wanted. Positive affect increased significantly in the BPS drawing group. Negative affect decreased significantly in the draw whatever you want group. Several other changes in affect approached significance across the groups.

Scott T. Frein, Virginia Military Institute

Trever J. Barnes, Virginia Military Institute

(Personality/Emotion)

## **XIX-8 - Rapid Recognition of Male Emotion**

As part of a larger study, 54 Participants indicated the appearance of emotion (happy, sad, anger, fear) on 8 faces (4 male) morphing from neutral to the target emotion. Significant differences in response time revealed faster responses to emerging male happy, anger, fear emotion and slower response to male sadness.

Kelsey Lynne Feret, La Salle University

Patricia Wilson, La Salle University

(Personality/Emotion)

## **XIX-9 - Spontaneous Emotion Regulation Strategies during Trier Social Stress Test: Relations to Childhood**

# **Maltreatment, Respiratory Sinus Arrhythmia, and Anxiety Expression**

This study revealed associations among spontaneous emotion regulation strategies (expressive suppression and cognitive reappraisal), childhood maltreatment, baseline respiratory sinus arrhythmia (RSA), RSA responses and recovery, and behavioral expressions of anxiety during a laboratory psychosocial stress test in young adult women. Strategies reducing self-reported anxiety also helped reducing autonomic system response

Fang Hong, Boston University

Lixian Cui, New York University

Amanda R. Tarullo, Boston University

Denise Graf, Boston University

Michael Hiro, Boston University

Stephanie Rapoport, Boston University

Anna Samkavitz, Boston University

Katheryn Lefton, Boston University

Majed Ashy, Adult and Child Therapy Center, and Developmental Bio-psychiatry Research Program

Andrea E. Mercurio, Boston University

Kathleen Malley-Morrison, Boston University

(Developmental)

## **XIX-10 - The Impact of Acute Stress on Facial Emotion Recognition**

The present study evaluates the impact of acute stress on the ability to accurately recognize six basic emotions. Participants were randomized to a stress or no-stress condition followed by a facial recognition task. Preliminary findings suggest that acute stress may affect the recognition of happiness, anger, and fearful emotions.

Shruti Vyas, Ryerson University

Alexandra J. Fiocco, Ryerson University

(Personality/Emotion)

## **XIX-11 - Awe Inspiring: The Influence Altruism Has on Feeling Awe**

This study provides unique empirical support for a theoretical perspective that impressive/powerful individuals can induce a feeling of awe in others, extending our knowledge of factors related to awe, a positive emotion previously associated with important behavioral outcomes.

Scott D. Martin, Assistant Professor

Layne Wixom, Student

Lara Anderson, Student

Tucker Short, Student

Andrea Grantham, Student

(Personality/Emotion)

## **XIX-12 - The Interplay of Anger and Shame on Rule Violating Behavior**

We conducted a longitudinal study of middle and high school students to measure anger, shame, and rule-violating behavior. Anger predicted decreased shame for rule-followers. Among rule-violators, shame predicted increased anger for middle school students, but not high school students. The complicated relationships between anger and shame are discussed.

Donovan C. Kelley, University of New Hampshire

Alex Blandina, University of New Hampshire

Ellen S. Cohn, University of New Hampshire

(Social)

## **XIX-13 - Are Creative Teens Melancholic?**

To examine the personality and affective correlates of creativity, 499 American and Chinese adolescents (age: 11-13) completed surveys and creativity assessment. In the United States,

creative adolescents tend to be extraverted, conscientious, and affectively positive. In contrast, creativity was associated with negative affectivity among adolescents in China.

Cecilia Cheung, University of California, Riverside

Jorge Monroy, University of California, Riverside

Danielle Delany, University of California, Riverside

Rebecca Cheung, Education University of Hong Kong

(Personality/Emotion)

## **XIX-14 - Bis/BAS Sensitivity and the Perceived Valence and Arousal of Emotion**

This study investigated whether BIS or BAS sensitivities predicted differences in perception of valence and activation of eight different emotions. Results indicated that individuals high in BIS perceived higher activation when feeling guilty, sad, ashamed, or anxious, while those high in BAS perceived greater arousal in happiness, pride, and anger.

Erin K. Freeman, University of Dallas

Gregory J. Frisby, University of Dallas

Benjamin C. Mannings, University of Dallas

Maria Michelle Berthet Miron, University of Dallas

(Personality/Emotion)

## **XIX-15 - Not Feeling Your Pain: Whites Fail to Understand the True Harm of Racial Microaggressions**

Participants viewed a video of a Black male experiencing obvious racial microaggressions. Although participants expressed general empathy toward the target, race-related empathy did not influence perceptions of his experience. We suggest participants did not understand the implications of the microaggressions, therefore missing the potential impact it had on the target.

Elizabeth Katriel, Muhlenberg College

Amanda Fogelman, Muhlenberg College

Hannah Weinstein, Muhlenberg College

Kate Weisenseel, Muhlenberg College

Connie T. Wolfe, Muhlenberg College

(Social)

## **XIX-16 - Do I Want to be like You? Perceptions of Readers Vs Non-Readers**

Models of reading attitudes stress viewing reading as important and desirable. Educators stress the importance of modeling reading to encourage students to see reading in this manner. We examined perceptions readers vs not-readers have of those who read vs do not choose to read on measures of personality and curiosity.

Emily Burgess, Southwestern Oklahoma State University

Stephen Burgess, Southwestern Oklahoma State University

(Developmental)

## **XIX-17 - Rating a Professor: Exploring the Relationship Between Individualism and Professor Selection**

The current study examined the relationship between individualism and professor selection. Individuals with higher levels of vertical individualism preferred medium and hard professors compared to those with lower levels. Higher levels of horizontal individualism were related to a higher preference for medium but not hard or easy professors.

Mouj Mahdi Saheb, Texas Wesleyan University

Matthew M. Hand, Texas Wesleyan University

(Personality/Emotion)

## **XIX-18 - Cognitive Skills As a Mediator of the Effect of Psychosocial Factors on Mathematics Performance in African American College Students**

The purpose of this research is to study cognitive skill as a mediator between academic efficacy, avoiding novelty, and academic performance in African American college students. Results from the causal model suggests that processing speed mediates effects of avoiding novelty on academic performance, but not the effect of academic efficacy.

Jennifer Van Schoick, Virginia State University

Lauren George, Virginia State University

Oliver Hill, Virginia State University

Brittany Watkins, Virginia State University

Brittany Bess, Virginia State University

Ariel Williams, Virginia State University

(Cognitive)

## **XIX-19 - Myth-Taken Knowledge: Psychology Myth Prevalence in Introductory Psychology Students**

Introductory psychology students rated their belief in 299 psychology myths. Results indicated myth beliefs were prevalent in 11 content areas of psychology. These findings suggest the need to develop pedagogical strategies to reduce psychology myth beliefs at the introductory and advanced course levels.

Michael J. Root, Bridgewater State University

Isabel M. Bourget, Bridgewater State University

(General)

## **XIX-20 - Science Identity and Intent to Pursue a Research Career**

This study assessed whether participating in a summer research internship increased student's science identity and their interest in pursuing research-based career. After working in a research lab for two months, students (N = 69) reported stronger science identities, but lower intent to pursue a research career.

Krysta Masters, West Virginia University

Patricia Hopkins, West Virginia University

Natalie Shook, West Virginia University

Paul Hernandez, West Virginia University



(General)

## **XIX-21 - Executive Function Predicts Science Achievement**

We investigated the relationship between executive function and science achievement. Eighth graders completed measures of three executive functions (EFs): shifting, inhibiting, and updating. We also collected their science achievement scores. Better updating was associated with better science achievement. These findings raise the question of whether training EF improves science achievement.

Varma Sashank, University of Minnesota

Drake Bauer, University of Minnesota

Keisha Varma, University of Minnesota

Martin Van Boekel, University of Illinois Urbana-Champaign

Worley Alyssa, University of Minnesota

Quillien Jean-Baptiste, University of Minnesota

Loiselle Tayler, University of Minnesota

Patel J. Purav, University of Minnesota

(Cognitive)

## **XIX-22 - Intergenerational Transmission of Life Goals: A Longitudinal Approach**

This study examined the trajectory of how parents' life goals are transmitted to their children over time. Using the data from the Longitudinal Study of American Youth, the results from SEM model indicated parental life goals were significantly associated with their child's life goals both during adolescence and adulthood.

Jungmin Lee, University of Rochester

Anna Park, University of Rochester

(Developmental)

## **XIX-23 - Can Mental Toughness be Used to Predict Academic Success?**

This poster investigates the validation and use of athletic mental toughness scales in the academic domain.

Amber Kemppainen, Michigan Technological University

Darnishia Slade, Michigan Technological University

Susan Amato-Henderson, Michigan Technological University

(Cognitive)

## **XIX-24 - Parents' Perceptual Bias in Children's Math Competencies: A Moderation Study**

Parents' gender role stereotypes may lead to perceptual bias of their children's competencies. Using samples drawn from the Early Childhood Longitudinal Study-Kindergarten Cohort, this study examined how a child's gender moderates the parent's belief in his or her math competency.

Tianlan Wei, Mississippi State University

Jianling Xie, Mississippi State University

Katerina Sergi, Mississippi State University

(Developmental)

## **XIX-25 - Gender, Social Support, and Positive Perceptions Facilitate Academic Success Among Undergraduates**

The current study examined the relationship between emotional and instrumental support systems and perceptions of faculty, including gender differences between these relationships. Significant correlations were found between social support and perceptions of faculty. In addition, significant relationships were found between gender, social support, and perceptions of faculty.

Ashley Schneider, The University of Texas at San Antonio

Stephanie Silva, The University of Texas at San Antonio

Stella Lopez, The University of Texas at San Antonio

Jorge Pena, The University of Texas at San Antonio

Mary Mcnaughton-Cassill, The University of Texas at San Antonio

(Social)

## **XIX-26 - Redefining High-Quality Language Interactions As Opportunities for Optimal Learning Among English Language Learners**

This poster presents findings from a pilot study of a curriculum aimed at improving the language development of kindergarten English Language Learners (ELLs) in a small sample of schools in New England. Findings support that high-quality language interactions are associated with successful implementation of the curriculum.

Stephanie L. Gutkin, Yale Child Study Center

(Methodology)

## **XIX-27 - Online Lectures and Quizzes Do Not Selectively Disadvantage a Particular Demographic**

Online courses generate questions about whether particular groups are disadvantaged by online versus in-person instruction. 138 undergraduates watched a recorded lecture and took a quiz online. While non-native English speakers scored lower,  $t(135)=2.42, p=.02$ , there were no differences based on demographics including SES, race, gender, year-in-school, parent education, or SAT/ACT scores.

Sara C. Broaders, Northwestern University

Michael Smutko, Northwestern University

(General)

## **XIX-28 - Comparing the Motivation for Learning Between Chinese and America College Students**

The current study examines the reason of motivation for learning between students of America and China. It is found that social needs and family influences are the major reason motivate Chinese students' studying; while for America students, interests, academic researches and personal pursuit are their motivations to learn.

Aimin Wang, Miami University

Shiyu Ye, Miami University

Jun Yan, Miami University

Jinghua Zhang, Miami University

(General)

## **XIX-29 - Re-Mapping the PBL Design - the Role of Collaboration and Engagement**

Although teachers commonly allow for intensive student interactions within a PBL environment with the purpose of creating abundant engagement, an examination of a 12-week PBL curriculum for middle school social studies class reveals that the level of student collaboration and engagement does not have significant impacts on perceived learning outcomes.

Simon Wang, University of Connecticut

Shiyu Song, University of Connecticut

Sarah D. Newton, University of Connecticut

Pavithra Rao, University of Connecticut

Scott W. Brown, University of Connecticut

Kimberly A. Lawless, University of Illinois at Chicago

(Cognitive)

## **XIX-30 - First to Go: Reexamining the Relationship Between First-Generation Status and Academic Experience**

This project reports both group-level and individual-level data regarding the influence first-generation status has on academic experience. Participants were administered Student Adaptation to College Questionnaire (SACQ), b) Myer-Briggs personality test, and d) Rotter Locus of Control personality test, as well as a survey regarding parental involvement in their academic experience.

Kirstie Boyett, Texas A&M University

(Social)

## **XIX-31 - Evidence for Dissociable Gist and Detail Constructs in Episodic Memory**

Past research found that posterior hippocampal volume predicts source memory performance. We found that verbatim recall of proverbs, but not gist recall, was associated with source memory performance. Thus, source and verbatim memory may be part of the same memory construct, while gist memory is part of a different construct.

Erika Peter, Queen's University

Lindsay Groat, University of Ontario Institute of Technology

Nora Fenton, Queen's University

Jordan Poppenk, Queen's University

(Cognitive)

## **XIX-32 - Attention Modulates Preference for Words**

This study examined the effect of attention on preference ratings of uncommon words. During encoding, participants were instructed to attend to an indicated word while ignoring a second word in each trial. Results showed participants rated attended words higher than both ignored and new words in a mere exposure task.

Katelyn R. Stephenson, Texas State University

Emily Arzola, Texas State University

Juliana Guerrero, Texas State University

Rebecca G. Deason, Texas State University

(Cognitive)

## **XIX-33 - Think / No-Think Instructions Modulate Memory Consolidation during Rest**

We observed the effects of think/no-think instructions on memory consolidation over a rest period. Our results suggest that the memory consolidation that normally occurs for items is advanced in time by the think instructions, and disrupted by no-think instructions. We conclude that memory consolidation is modulated by post-encoding reactivation.

Philip Micheal Aucoin, Queen's University

(Cognitive)

## **XIX-34 - When the Going Gets Tough, the Less Resilient Remember More: The Impact of Trait Resilience and Emotion on Memory**

To examine effects of trait resilience and emotion on memory, participants watched an event, rated the events' emotionality, and recalled the event. When the event was considered highly emotional, less resilient individuals recalled more details than high resilient individuals. The opposite was found when the event was considered less emotional.

Ciara Cannoy, Albion College

Mareike B. Wieth, Albion College

Andrea P. Francis, Albion College

Holger B. Elischberger, Albion College

Scott Melzer, Albion College

(Clinical Science)

## **XIX-35 - Athlete, Musician, or Linguist? What's Working Memory Got to Do with It?**

We explored the relationship between “fluency” and working memory and whether extensive training in athletics, music, or multiple languages conferred a particular advantage when it comes to working memory abilities. College students participated in tasks measuring intelligence and working memory span. Musicians were found to demonstrate superior working memory ability.

Joelle Smith, Berry College

Morgan Andrews, Berry College

Alec Claytor, Berry College

Casey Dexter, Berry College

(Cognitive)

## **XIX-36 - The Effects of Varied Arithmetic Practice Problems on Learning and Transfer**

Elementary-school aged participants practiced a series of arithmetic problems presented at both high and low frequencies, in formats that promoted either nominal or parametric magnitude representations. Results suggest that parametric training better supported learning of low-frequency problems and transfer to novel problems.

Rebecca A. Boncoddio, Central Connecticut State University

Marney Pollack, University of Connecticut

Martha W. Alibali, University of Wisconsin-Madison

Timothy T. Rogers, University of Wisconsin-Madison

Charles W. Kalish, University of Wisconsin-Madison

(Cognitive)

## **XIX-37 - The Effects of Multiple Forms of Meditation on False Memories in the Deese-Roediger-McDermott Paradigm**

We explored the effects of mindfulness, mind-wandering, and breathing-focused meditation on susceptibility to false memories in the Deese-Roediger-McDermott paradigm. Using both immediate recall and delayed recognition tasks, we found that mindfulness meditation reduces false recognition, but not false recall.

Lili O'Donnell, Butler University

Kaelyn Mason, Butler University

Ben Evans, Butler University

Amanda C. Gingerich Hall, Butler University

(Cognitive)

## **XIX-38 - Memory Research with Social Data Analytics**

Social media such as Twitter and Instagram can offer a vast amount of data and subjects that go largely unused in cognitive research. This poster will discuss recent methodologies for analysing these large datasets and present two recent memory studies that utilize social data analytics to examine current psychology theories.

Jeffrey L. Foster, Western Sydney University

(Methodology)

## **XIX-39 - Evaluating the Interrelationship Between Depression, Anxiety, and Pattern Separation: A Hippocampal Hypothesis**

Recent evidence suggests that depression is negatively related to the memory process of pattern separation. In the present study we replicated and extended this finding by manipulating the degree to which new memory lures matched study items and further evaluated how individual differences in depression and anxiety moderated memory performance.

Jessica R Rothberg, Montclair State University

Alexandra Buchanan, Montclair State University

Jessica Ruiz, Montclair State University

Joshua Sandry, Montclair State University

(Clinical Science)

## **XIX-40 - Does Perceived Memorability Drive Conservative Bias in Recognition of Paintings?**

In recognition memory tests using paintings as stimuli, participants show a strong bias to call both studied and non-studied items “new,” whereas bias on words is usually neutral on average. We report data suggesting that the perceived memorability of the paintings is not the driver of this conservative response bias.

Crystal L. Venegas, California State University, Northridge

Justin Kantner, California State University, Northridge

Kaitlyn Fallow, University of Victoria

Mario Baldassari, University of Victoria

D. Stephen Lindsay, University of Victoria

(Cognitive)

## **XIX-41 - Accurately Identifying Anger: A Treatment Target for Schizophrenia**



This randomized control pilot study in healthy adults evaluated whether the targeted social cognitive training program SocialVille can improve facial emotion recognition. We found that SocialVille has the potential to treat deficient anger recognition in schizophrenia patients, a deficit predictive of a poor prognosis that antipsychotics currently cannot treat.

Samantha Evy Schoeneman, Rush University Medical Center

Abhishek Saxena, Rush University Medical Center

Erin Guty, Pennsylvania State University

David Dodell-Feder, Harvard University

Mor Nahum, Hebrew University

Christine I Hooker, Rush University Medical Center

(Clinical Science)

## **XIX-42 - Implicit Bias in Risk Assessment As a Factor in Decisions to Text and Drive**

We examined the possibility that implicit biases in risk perception may underlie decisions to text and drive. Results indicated that participants underestimated their likelihood of making driving error relative to others when texting and driving, suggesting that poor risk assessment, not lack of awareness of dangers, may underlie such decisions.

Nathan Greenauer, The Pennsylvania State University, Berks

Taylor Schlegel, The Pennsylvania State University, Berks

Catherine Mello, The Pennsylvania State University, Berks

(Cognitive)

## **XIX-43 - Memory for Faces Is Biased By Personality Trait Knowledge.**

We investigated whether trait knowledge biases memory for other's faces. Participants saw pairs of faces and traits. Later, they were shown movies of the previous faces morphing from trustworthy to untrustworthy. Faces were remembered as less trustworthy when paired with a negative, than when paired with a positive trait.

Tania Ramos, CICPSI, Faculdade de Psicologia, Universidade de Lisboa; New York University

Leonel Garcia-Marques, CICPSI, Faculdade de Psicologia, Universidade de Lisboa

James S. Uleman, New York University

Zimu Li, New York University

(Social)

## **XIX-44 - Fatalism, Religious Involvement, and Health Outcomes Among Low Income Hispanic Americans**

This study investigated the relationship between religious involvement, fatalism, and health outcomes. Fatalism negatively predicted physical function. The regression to predict mental health showed a significant interaction between fatalism and religious involvement; fatalism negatively predicted mental health in participants who attended religious services at least once per week.

Elizabeth Wilson, University of Missouri-Kansas City

Kadie M. Harry, University of Missouri-Kansas City

Kalon R. Eways, University of Missouri-Kansas City

Jillian MR Clark, University of Missouri-Kansas City

Kymerly K. Bennett, University of Missouri-Kansas City

(Social)

## **XIX-45 - Are You One of the 38 Who Watch? Factors Influencing the Bystander Effect**

Both individual differences and situational characteristics influence prosocial behavior. Using imagined scenarios, we found that gender congruence and situational severity promoted willingness to help. Women were less likely to help men, but both genders were more likely to help when the need was greatest, despite increased personal risk.

Kaitlyn Emerson, Lock Haven University

Angelina Kathleen Mary Privitera, Student author

Kelly Walser, Lock Haven University

(Social)

## **XIX-46 - The Physiological and Psychological Stress Associated with Perceived Microaggressions**

We examined the experience of simulated microaggressions associated with salivary and hair cortisol, and cardiovascular indices. Findings obtained that females reported higher perceived microaggressions, daily discrimination, and lower subjective status. This suggests that policies intending to mitigating the effects of microaggressions on college campuses may not be entirely effective.

Christine K. Deidrich, Worcester Polytechnic Institute

Naomi A Otoo, Worcester Polytechnic Institute

Corey James Coogan, Worcester Polytechnic Institute

Ashlyn Bedard, Worcester Polytechnic Institute

Kymerlee M. O'Brien, Worcester Polytechnic Institute

(Social)

## **XIX-47 - Trump Supporters Show an Underdog Effect and Clinton Supporters Show Retroactive Pessimism in the 2016 Election**

The current study examined hindsight tactics in the 2016 Election. Clinton and Trump supporters completed pre- and post-election questionnaires. Candidate support predicted whether supporters' estimates for Trump's chances of winning increased (retroactive pessimism for Clinton supporters) or decreased after the election (an underdog effect for Trump supporters).

Angela M. Legg, Pace University

Srushti Mira Vanjari, Pace University

Nilton Castro, Pace University

Kayla L. Marmaros, Pace University

Shannon K. Green, Pace University

Grace John, Pace University

Minerva Guerrero, Pace University

Rostyslaw W. Robak, Pace University

(Social)

## **XIX-48 - Psychological Importance Is Only Predicted By Social Distance**

We examined how psychological importance is predicted by psychological distances from Construal Level Theory (social, spatial, temporal, hypothetical). For both 9/11 and the Holocaust, only near social distance (strong social bonds) predicted importance. Because abstract representations create psychological distance, such representations may render events unimportant if social distances are involved.

Samuel Rubinstein, Stockton University

Rob Foels, Stockton University

(Social)

## **XIX-49 - Instagram, Twitter, and Facebook Use and Narcissism in Young Adults**

The study investigates the relationship between the usage of social media platforms (Instagram, Twitter and Facebook) and narcissism. Results indicate that the number of followers/friends on social media are associated with narcissism, whereas the intensity of using social media platforms can successfully predict self-esteem level, but not narcissism.

Kristina Petkovic, Lynn University

Tania S. Alaby, Lynn University

Jordan C. Stonecypher, Lynn University

Patrick J. Cooper, Lynn University

Rachel E. Pauletti, Lynn University

A. Bell Cooper, Florida Atlantic University

(Social)

## **XIX-50 - Accuracy Statistics and Inferences about Speakers' Epistemic Knowledge Drive Children's Reliability Judgments in the Verbal Domain**

Preschoolers preferentially generalize words learned from accurate speakers. What is the underlying mechanism? Do children use word-object-speaker associations alone or do they make inferences about speakers' epistemic states? We show that preschoolers predominantly use epistemic states while keeping track of associations and resorting to them when epistemic states aren't informative.

Elena Luchkina, Brown University

James L. Morgan, Brown University

David Sobel, Brown University

(Cognitive)

## **XIX-51 - Different States of Insanity: People with Mental Illness As Prisoners or Patients Depends on Jurisdiction**

Few studies have examined how jurors make decisions in insanity defense cases depending on the different insanity verdict options that are available. This was a 3x2 between-subjects design examining the influence of a new third type of insanity verdict, GEI, and the usage of specific juror instructions on juror decisions.

Cassandra Hamza, Arizona State University

Morgan Hight, Arizona State University

Cassidy Siso, Arizona State University

Tess M.S. Neal, Arizona State University

(General)

## **XIX-52 - The Relationship Among Time Affluence, Time Utility, and Happiness**

Daily records revealed that the utility of time (i.e., time utility) fully mediated the relationship between time affluence and subjective well-being. The result implies that time utility may play an important role in the relationship between time affluence and happiness.

Hyunsuk Lee, Korea University

Young-gun Ko, Korea University

(Social)

## **XIX-53 - Moral Principles As Frames**

Moral principles are investigated across several studies as conversational frames for conveying intuitive likelihoods of outcomes. Results suggest that these principles may reflect general mechanisms for conveying such likelihoods, and provide support for such principles being heuristics for outcomes rather than rules that guide behavior in their own right.

Arseny Ryazanov, University of California, San Diego

Nicholas Christenfeld, UC San Diego

(Social)

## **XIX-54 - It's Not As Bad If You Do It on the Internet: Moral Blame in Cases of Leaked Photos and Peeping Toms**

Several studies demonstrate that similar privacy violations involving private, nude photos and prurient peeping are considered less blameworthy when they occur over the internet rather than in person or with physically printed photos. Results suggest factors that contribute to this effect, including a lack of consensus over appropriate Internet conduct.

Carl Jago, University of California, San Diego

Arseny Ryazanov, University of California, San Diego

Nicholas Christenfeld, University of California, San Diego

(Social)

## **XIX-55 - Effects of Morality and Emotion Perceptions on Tendency to Infrahumanize**

Infrahumanization involves denying outgroups feel the same emotions as ingroups. Moral identity and emotion perceptions on infrahumanization from torture was examined. Only morality and emotions-as-weakness were associated with torture perceptions for both primary and secondary emotions. Morality by Perpetrator was also marginally significant, but only for primary emotions.

Jacqueline L Cottle, Roger Williams University

Cameron Hopkins, Roger Williams University

(Social)

## **XIX-56 - The Difficulty of “Now” in Depression and Health Behaviors**

This study evaluates the associations between behavioral characteristics such as impatience, present bias, and depression. We found that depressive symptoms were associated with preference for immediate financial reward (impatience) and inconsistency in preferences between the short-run and the long-run (present bias) in health but not in financial behaviors.

Flora Or, Harvard T.H. Chan School of Public Health

Margaret McConnell, Harvard T.H. Chan School of Public Health

Ichiro Kawachi, Harvard T.H. Chan School of Public Health

(Clinical Science)

## **XIX-57 - Identifying Individual Differences in Response Patterns to Eight Sets of Nine Gambles**

105 individuals responded to 8 sets of 9 gambles that varied in outcome, expected value, and time. We generally found large within subject correlations across the 9 gambles between the sets. We identified different meaningful response patterns across the 9 gambles that seemed to reflect variation in risk aversion.

Chiara Muiccio, St.John's University

Tylen Lopez, St. John's University

William F. Chaplin, St. John's University

(Cognitive)

## **XIX-58 - Reducing Position Effects in Guessing from Multiple-Choice Questions**

Many choices from arrays are characterized by edge-aversion (favoring center locations over edge locations). In two experiments, we show that edge-aversion in multiple-choice questions

can be reduced by labeling response options using a non-ordered system (such as dashes or shapes) rather than using an alpha-numeric labels.

Matthew A. Palmer, University of Tasmania

James D. Sauer, University of Tasmania

(Cognitive)

## **XIX-59 - Making Decisions Under Time Pressure Increases Errors in Decision Making, Not Prosociality**

Participants made decisions under time pressure in which benefiting self and others was independent. Less time led only to worse decisions for the self. This casts doubt on research demonstrating that faster decisions are prosocial, which relies on tasks where benefiting others is equivalent to worse decisions for the self.

Nathan L Arbuckle, Canisius College

Sarah E LoVallo, Canisius College

William A Cunningham, University of Toronto

(Social)

## **XIX-60 - Are They a Good Match? the Interactive Effect of Victim and Defendant Attractiveness on Perceptions of Stalking**

We examined the effect of victim and defendant attractiveness on mock juror perceptions of stalking. Victim attractiveness increased pro-victim ratings (e.g., credibility). Defendant attractiveness increased pro-defendant ratings. Victim and defendant attractiveness interacted to predict verdict such that an attractive victim significantly increased guilty verdicts when paired with an unattractive defendant.

Kristin M. Purnell, Bridgewater State University

Nesa E. Wasarhaley, Bridgewater State University

(Social)



## **XIX-61 - Contextualizing Historical Events: A Retrospective Study of the Impact of 9/11 on Arab Identity and Sense of Belonging Today**

Arab Americans have a unique ethnic identity, influenced by media, stigma, and politics. In this study, Arab Americans reported to what degree they felt that 9/11 impacted their identity, and their sense of belonging immediately before and after 9/11. These results were compared with their present sense of ethnic identity.

Danny Rahal, Graduate Student

Beth Kurtz-Costes, Professor of Developmental Psychology

Vanessa Volpe, Assistant Professor of Psychology

(Developmental)

## **XIX-62 - More Similar Than Different? Examining African-American and White Mothers' Language Usage with Their 14-Month-Old Infants**

Cross-cultural comparisons of mother-child communication often describe differences as deficits and confound race/culture with SES. This study offers a nuanced perspective by examining maternal language in middle-income, African-American and White mother-infant dyads. The findings reveal that African-American and White mothers differ in referential language, but are similar in regulatory language.

Bethanie Lee, Willamette University

Kristin M Johnson, Duke University

Stephen Gibson, Duke University

Makeba Parramore Wilbourn, Duke University

Primula D. Lane, Duke University

(Developmental)

## **XIX-63 - The Relation Between Culture, Parental Values, and Young Children's Play**

Values are commonly constructed as a product of culture and intergenerational value transmission. The current study compares the within and cross-cultural differences of parents from the United States and Israel and examines the value transmission process in very young children by assessing play opportunities.

Melissa Noel Horger, Graduate Center, The City University of New York

Sarah E. Berger, College of Staten Island, The City University of New York

Edna Orr, Gordon College

Maya Benish-Weisman, University of Haifa

(Developmental)

## **XIX-64 - The Relationship between Bicultural Identity Integration and Cultural Attachment**

We hypothesized that bicultural identity integration would negatively correlate with cultural attachment anxiety and avoidance. The results support this hypothesis, as both harmony and blendedness negatively correlated with Asian anxiety and avoidance. Harmony negatively related to American anxiety and avoidance, but blendedness negatively correlated with American anxiety but not avoidance.

Anupa Thomas, Westmont College

Carmel S. Saad, Westmont College

(General)

## **XIX-65 - The Moderating Roles of Racial Centrality and Private Regard in Explaining the Association of Racism Related Stress and Perceptions of How the Public Regards Black People**

Using a test of moderated moderation, we found when being Black was seen as an important aspect of self, the relationship between experiencing racism and believing that people generally have positive attitudes about Black people was moderated by participants' personal endorsement of positive attitudes about being Black.

Imani Byrd, Eastern Michigan University

Stephen D. Jefferson, Eastern Michigan University

(Personality/Emotion)

## **XIX-66 - The International Happiness Project: National Averages of Happiness Are Associated with Aspects of the World Development Index**

This research takes on a new approach to examine cross-cultural well-being by correlating the National Averages of Happiness with the World Development Indicators across 152 countries. Analysis revealed that happier countries in 2016, tend to have higher Internet Access Rate, Adult Literacy Rate, Gross National Income, and Gross Domestic Product.

Zizhong (David) Xiao, University of California, Riverside

Daniel Castaneda, University of California, Riverside

(General)

## **XIX-67 - Self-Construal and Risky Sexual Behaviors in Emerging Adults**

Examining how self-construal, nativity status, and race impact risky sexual behaviors among college students yielded nativity status differences for Blacks and Whites. Self-construal interacted with race such that an interdependent self-construal was associated with more unprotected sex for Blacks. No other significant interactions were found.

Elvine Belinda Andjembe Etogho, City College of New York

Yali Ann Marie, City College of New York

(Social)

## **XIX-68 - Chinese Motivated Perception of the Ambiguous Trait of Dominance**

An experiment was conducted to essentially replicate Study 5 in Dunning and McElwee (1995) in China. The results of the experiment showed that participants who were told that dominance may lead to failure reported that they were less dominant than those who were told that dominance may lead to success.

Liqing Zhang, Canvard College Beijing Technology and Business University

(Social)

## **XIX-69 - Racial Identity and Changes in Anxiety Symptoms Among African American Young Adults**

This study examined changes in racial identity dimensions and their association with anxiety symptoms among 171 African American college students (69% female) attending a predominately White institution in the southeastern United States using five waves of data collected over three years.

Henry Willis, University of North Carolina at Chapel Hill

Enrique Neblett Jr., University of North Carolina, Chapel Hill

(Clinical Science)

## **XIX-70 - The Effect of Bicultural Identity Harmony on Cultural Descriptions**

Bicultural identity harmony has been shown to moderate cultural frame switching on self/social judgments. We hypothesized that it would moderate the effects of cultural primes on the emotional tone of cultural descriptions. Bicultural identity harmony positively correlated with positive statements in the American, but not Asian or neutral, conditions.

Kendall Songer, Westmont College

Carmel S. Saad, Westmont College

(Social)

## **XIX-71 - A Structural Mediation Model Measuring Ethnic Group Invariance of Attitudes Toward the LGBT Community**

A structural mediation model was proposed to test invariance between Asians, Caucasians, and Latinos with secure sense of self and religiosity predicting positive attitudes toward the LGBT community with open to experience acting as a mediator between secure sense of self and positive attitudes toward the LGBT community.

Sam Stevens, California State University, Sacramento

James MacLellan, California State University, Sacramento

Simon Russell, California State University, Sacramento

LaNia Bussey, California State University, Sacramento

Lawrence Meyers, California State University, Sacramento

(Social)

## **XIX-73 - The Dark Triad and Sexual Attraction: Influences of Self and Others' Characteristics**

Research has shown Dark Triad traits influence attractiveness. We tested the possible influence of target facial cues of Dark Triad traits on ratings of physical attractiveness, as well as contributing influences of participant age, gender, and Dark Triad traits. We found main and interactive effects on ratings of attractiveness.

Tara L. Mitchell, Lock Haven University

Sydney Behnken, Lock Haven University

(Social)

## **XIX-74 - Want You to Want Me: The Link Between Social Rejection and Romantic Jealousy Is Moderated By Depressive Symptoms**

The present study utilized a diverse college sample to examine relationships between social rejection, depressive symptoms, and romantic jealousy. Positive associations were found among all of the aforementioned variables. In addition, depressive symptoms moderated the relationship between social rejection and romantic jealousy.

Nana Amoh, John Jay College of Criminal Justice

Maureen A. Allwood, John Jay College of Criminal Justice

(Clinical Science)

## **XIX-75 - Interpersonal Rewards of Confronting Sexism**

This study looked at whether decreasing interpersonal costs increases confrontations of sexism. We expected that, to confronters, silence from a bystander felt as isolating as a negative response. Results show that confronters reported feeling similarly isolated by silence and negative responses. Confronters felt significantly less isolated when encouraged by bystanders.

Muna Akhtar, Tufts University

Jessica D. Remedios, Tufts University

(Social)

## **XIX-76 - The Influences of Gender, English Proficiency and Confucianism on the Willingness of Speaking out in Public Among Chinese International Students**

This research investigates the influence of gender, English proficiency and Confucianism on the willingness of Chinese students to make statements in public. A pilot study shows these three factors are all related to Chinese students' willingness to speak in public.

Aimin Wang, Miami University

Wenlong Si, Miami University

Yunlu Xiang, Miami University

Gehui Chen, Miami University

(Personality/Emotion)

## **XIX-77 - The Role of Beliefs in Shaping Low Self-Esteem Individuals' Health-Related Responses to Social Stress**

Across two studies we are designing and testing a mindset intervention to help low self-esteem individuals cope with social stress. Study 1 findings indicate that those with low self-esteem have a less resilient mindset about social stress. Study 2 tests the effectiveness of a mindset intervention in buffering these individuals.

Alisha Ginsberg, Loyola Marymount University

Maire Ford, Loyola Marymount University

(Social)

## **XIX-78 - Accuracy and Bias of Romantic Partners' Approach and Avoidance Motives**

Accurate and biased perceptions of a romantic partner's approach and avoidance motives were mediated by an actor's own perceptions of the partner's positive or negative emotions. A multi-level model was examined using 1,228 reports of 614 activities, where partners reported their own and their partner's experiences within their shared activities.

Jessica LaBuda, Kent State University

Judith Gere, Kent State University

(Social)

## **XIX-79 - Rich Auditory Cues Promote Physical Closeness and Social Affiliation**

We examined how auditory cues affect physical closeness between dancers, and subsequent feelings of affiliation. Using motion capturing, we recorded movements of pairs of tango dancers as they danced in four auditory conditions. As auditory cues became richer (music vs. beat-only), dancers showed greater physical closeness and felt more affiliation.

Olivia Xin Wen, Cornell University

Joshua Bamford, University of Jyväskylä

Birgitta Burger, University of Jyväskylä

Vivian Zayas, Cornell University

Petri Toiviainen, University of Jyväskylä

(Social)

## **XIX-80 - Do Empathetic People Have Better Social Support?: A Multifaceted Approach to Examining Empathy with Trait, State, and Behavioral Data**

Empathy is believed to play a role in establishing and maintaining interpersonal relationships. This study explored individual differences in empathy and found that people who have greater perceived social support do not describe themselves as more empathetic in general, but they do have stronger empathetic reactions in specific situations.

Antonina S Farmer, Randolph-Macon College

Nicole Wood, Randolph-Macon College

(Personality/Emotion)

## **XIX-81 - Racism and Sexism in U.S. 2008, 2012, & 2016 Presidential Elections**

This study examined changes in racism and sexism in the 2008, 2012, & 2016 elections. Participants completed measures of racism, sexism, and support for the candidates before and after the elections. Racism and sexism predicted support for different candidates, and amounts of racism and sexism changed throughout the three elections.

Bettina Spencer, Saint Mary's College

(Social)

## **XIX-82 - But My Efforts Do Matter! Attitude Inoculation Bolsters Specific Pro-Recycling Beliefs**

This study employed an intervention grounded in inoculation theory to address the problem of infrequent campus recycling. Participants provided either no, one, or three self-generated rebuttals to an anti-recycling argument and then reported their recycling beliefs, attitudes and intentions. Analyses revealed narrow, theory-consistent effects on participants' recycling beliefs.

Lauren E. Morris, Middle Tennessee State University

Brandon L. Bowers, Middle Tennessee State University

John T. Pennington, Middle Tennessee State University

(Social)

## **XIX-83 - Understanding What to Do Doesn't Mean Doctors Do It: The Case of Palliative Care**

Palliative care is an important, but underutilized service for patients with life-limiting illness. This study investigates discrepancies between physicians' perceptions of the importance of palliative care and their actual referral patterns. Data suggest substantial proportions of providers do not make palliative care referrals, despite recognizing their value.

Rina Randriamanantena, St. John's University

Amandeep Kaur, St. Johns University

Irina Preotescu, St. John's University

Alan Roth, Jamaica Hospital Medical Center

Gina Basello, Jamaica Hospital Medical Center

(Clinical Science)



## **XIX-84 - Young Adults' Acceptance of Law Enforcement Violence Varies By Gender and Racial Identity**

Prior research reveals differences between European-Americans and African-Americans in the amount of confidence, trust and respect each has for the police. This study examined acceptance of law enforcement violence among these groups and found that European-Americans are more accepting of police violence than African-Americans.

Mark A. Kaminski, Fielding Graduate University

Craig D. Crawford, Fielding Graduate University

Jaslynn A.N. Cuff, Fielding Graduate University

LeAna Norman, Fielding Graduate University

Kristine M. Jacquin, Fielding Graduate University

(Clinical Science)

## **XIX-87 - What You Don't Know Can Hurt You: Informational Uncertainty Biases Emotional Stimulus Appraisals**

People frequently expect uncertainty will lead to unpleasant outcomes. The present research demonstrates how the tendency to associate uncertainty and aversive outcomes biases downstream emotional stimulus appraisals, rendering them more unpleasant. Findings suggest uncertainty can magnify the unpleasantness of neutral and aversive stimuli, an effect exacerbated by depression and worry.

Rosemary L. Al-Kire, Northern Arizona University

Leah Nicole Savery, Northern Arizona University

Robert Goodman, Northern Arizona University

(Social)

## **XIX-88 - Attitudes Toward Cell Phone Usage in the College Classroom**

Professors and students who are teaching and learning in higher academic environments are experiencing a technological revolution within the classroom. To analyze their views toward it, I

examined attitudes toward cell phones and the frequency of cell phone usage within a college setting for both students and professors.

John W. Szura, Purdue University Northwest

(Social)

## **XIX-89 - Value-Expressive Attitude Function Predicts Cognitive Processing Concerns**

Cognitive processing concerns can influence various consequences including persuasion and relationship satisfaction. The current study compares different attitude functions (i.e., social-expressive, ego-defensive, value-expressive) in their prediction of cognitive processing concerns about censorship. Results revealed that the value-expressive function of an attitude positively predicts processing concerns for beliefs but not emotions.

Ya Hui Michelle See, National University of Singapore

Linda J. Skitka, University of Illinois at Chicago

(Social)

## **XIX-91 - Contextual and Linguistic Markers of Different Forms of Discrimination**

Using Linguistic Inquiry and Word Count (LIWC), we examined language used to detect different types of discrimination. We found differences in language patterns when people detect racism versus sexism and discrimination against more versus less prototypical targets. Contexts within which words are used were further examined using qualitative coding.

Yeji Park, Columbia University

Julia G. Bottesini, Columbia University

Rebecca I. Mohr, Columbia University

Travis Riddle, Columbia University

(Social)

## **XIX-92 - Gesture: Are Mandarin Speakers Influenced By Visual Salience?**

Mandarin speakers described manner of high or low visual salience. We found no significant difference in gestures depicting manner between conditions. We found that Mandarin speakers gestured more than English speakers with low salience, but not high salience, possibly due to lack of a simple term for the spider's movements.

Amelia Yeo, University of Wisconsin-Madison

Martha W. Alibali, University of Wisconsin-Madison

(General)

## **XIX-94 - Gestures Represent Action Information about Force**

Participants solved the Tower of Hanoi with a heavy or light disc set, then explained their solution without the discs present. Grasping gestures describing the two sets significantly differed in speed, acceleration, and trajectory, suggesting gestures encode the force required to move discs of different weights.

Heather Mangelsdorf, University of Chicago

Kensy Cooperrider, University of Chicago

Susan Goldin-Meadow, University of Chicago

(Cognitive)

## **XIX-95 - Lexical Contributions to Context-Aware Harassment Detection on Social Media**

The current study examined the offensiveness ratings of lexical items in order to identify the harassment potential of individual lexical items and contribute to the development of a tool that detect harassing messages. Results (N = 9) provided evidence that valence ratings may be a good predictor of offensive messages.

Debra Steele-Johnson, Wright State University

Kathleen R. Wylds, Wright State University

Lu Chen, Wright State University

Nick Kovacs, Wright State University

Valerie Shalin, Wright State University

Krishnaprasad Thirunarayan, Wright State University

Amit Sheth, Wright State University

(Cognitive)

## **XIX-96 - Spontaneous Temporal and Causal Linguistic Inferences in Preschoolers**

Language allows its users to infer information about time and causality. We tracked the developmental trajectory of 3- to 7-year-olds' (N =220) use of word order, world knowledge, and semantics for inferring linguistic causal and temporal relations.

Jessica Sullivan, Skidmore College

Katharine Tillman, University of California, San Diego

Nestor Tulagan, University of California, Irvine

David Barner, University of California San Diego

(Developmental)

## **XIX-97 - Anchoring Is Amodal: Evidence from a Signed Language**

Does the language faculty include abstract amodal rules? ANCHORING is a morphological constraint enforced by speakers of spoken languages. Here, we asked whether native ASL signers apply ANCHORING to signs. Results showed that signers reliably favored ANCHORING-consistent- over -inconsistent forms (ABB>ABA). Our findings suggest that ANCHORING is an amodal constraint.

Qatherine E Dana, Northeastern University

Diane Brentari, University of Chicago

Outi Bat-El, Tel-Aviv University

Iris Berent, Northeastern University

(Cognitive)

## **XIX-98 - Synesthetes Produce Different Language in Creative Writing Tasks**

Synesthesia is a condition characterized by multiple sensory perceptions elicited by a single stimulus. The present work examines possible differences in lexical usage between participants who experience synesthetic perceptions and those who do not. Trends observed in linguistic production indicate a divergent use of lexical categories between synesthetes and non-synesthetes.

Rebecca B. Esquenazi, California State University, Northridge

Daniel Larranaga, Second Author

Abraham M. Rutchick, California State University, Northridge

Stefanie A. Drew, California State University, Northridge

(Cognitive)

## **XIX-99 - Transposition Effects Support the Functionally Alphabetic Nature of Hindi**

In a visual word recognition experiment, we transposed three Hindi orthographic units: letters (for consonants), letters (for vowels) or akshars (for consonant-vowel syllable). The accuracy measures show larger transposition effects for letters than akshars, underscoring the functionally alphabetic nature of Hindi.

Anurag Rimzhim, Central Connecticut State University; Haskins Laboratories

Johri Avantika, Grinnell College

Damian Keltly-Stephen, Grinnell College

Carol A. Fowler, University of Connecticut

Leonard Katz, University of Connecticut; Haskins Laboratories

(Cognitive)

## **XIX-101 - Idiographic Everyday Problem Solving Among Young, Middle-Aged, and Older Adults**

We tested (in 3 studies) whether everyday problem solving ability is sustained in older adulthood and if idiosyncratic strengths would aid feelings of self-efficacy for solving everyday problems among young, middle-aged, and older adults. Idiosyncratically knowledge of one's strength helps the resolution of everyday problems among adults of all ages.

Liu Matthew, Baruch College

Cappetta Kiley, Barnard College

Daniele Artistico, Baruch College, City University of New York

Trochez Karol, Hunter College

(Personality/Emotion)

## **XIX-102 - Are Tip-of-the-Tongue States for Names More Likely to Repeat in Older Adults?**

Older adults experience more tip-of-the-tongue states than young adults. Humphreys and colleagues have found that TOT states tend to repeat for individual words at a rate greater than can be predicted by chance. We explored whether or not TOT states are more likely to repeat for proper or common nouns.

L Kathleen Oliver, McMaster University

Karin R Humphreys, McMaster University

(Cognitive)

## **XIX-103 - Comparing Older Adults' Beliefs and Expectations of Cognitive Intervention and Active Control Conditions**

The purpose of this study was to measure older adults' beliefs and expectations about cognitive interventions (i.e., "brain games"). In a double-blind, randomized, clinical trial, participants completed a questionnaire about their expectations of computerized brain games after approximately 12 weeks of cognitive training or active control exercises.

Bernadette A. Fausto, University of South Florida

Alit Stark-Inbar, Posit Science Corporation; University of California-Berkeley

Chantelle Sharpe, University of South Florida

Amber M. Tetlow, University of South Florida

Jerri D. Edwards, University of South Florida

(Cognitive)

## **XIX-104 - Will I Always Look Young and Beautiful? How College Students Think They Will Look When They Are Old**

Using white college students, a survey was conducted on how physically attractive they thought they would look when 70-80 years-old. They expected to look younger than their actual age, to look more attractive than their future older cohorts yet expected to have many of the often accompanying signs of aging.

Martin F Sherman, Loyola University Maryland

Robert J Smith, Morgan State University

Charlene E Chester, Morgan State University

(Social)

## **XIX-105 - The Relative Contribution of Diabetes Vs. General Life Stress for Overall Psychological Distress**

Type 2 diabetes is comorbid with depression and anxiety. This study explored the effects of diabetes-specific vs. general life stress on psychological distress. The results suggest a main effect for diabetes stress on depressive symptoms, and an interactive effect between diabetes-specific and general life stress in predicting anxious symptoms.

Kiersten V. Westley, Rutgers University

Kristin August, Rutgers University

(General)

## **XIX-106 - Effects of Aging on Trust: Survey and Behavioral Measures**

Thirty younger and 30 older adults learned to trust based on financial behavior of others. Older adults learned this information less well than younger adults, implicating the importance of cognitive factors on learning to trust. Age effects found in survey measures, individual differences, and social factors of trust are discussed.

Eileen C Rasmussen, Brandeis University

Angela Gutchess, Brandeis University

(Social)

## **XIX-107 - Older Adults Show More Trust Than Younger Adults Post-Betrayal in Trust/Lottery Game**

It is unknown how oxytocin affects older adults' social decision making processes. Older and younger adults' performances were compared in a Trust/Lottery game as a function of intranasal oxytocin (or placebo) administration. Results indicate that older adults showed more trust after betrayal. This effect was not moderated by oxytocin administration.

Ian Frazier, University of Florida

Tian Lin, University of Florida

Skarsten Sondre, University of Florida

David Feifel, University of California, San Diego

Ron Cohen, University of Florida

Håkan Fischer, Stockholm University

Natalie C. Ebner, University of Florida

(Developmental)

## **XIX-109 - The Structure of Sequential Recall of Expository Prose: Effects of Adult Aging and Hearing Acuity**

We investigated the effects of aging and hearing acuity on the free recall of spoken passages. Completeness of listeners' recall and the relationship between the order of propositions in the heard passage and their order during recall was examined. Relationships among recall, semantic fluency, and working memory will be discussed.

Heidi Sarles-Whittlesey, Brandeis University

Eriko Atagi, Brandeis University

Maxim Bushmakin, Brandeis University



Emily Cohen, Brandeis University

Arthur Wingfield, Volen National Center for Complex Systems, Brandeis University

(Cognitive)

## **XIX-110 - Religiosity As a Predictor of Attrition from a Culturally-Informed Family Treatment for Schizophrenia That Targets Religious Coping**

Little is known about how religion impacts commitment to psychotherapy. In a sample of 64 families enrolled in a family treatment for schizophrenia that targets religiosity, results unexpectedly demonstrated that any type of religious coping (adaptive and maladaptive) may be associated with higher levels of attrition/fewer family therapy sessions attended.

Kayla K. Gurak, University of Miami

Amy Weisman de Mamani, University of Miami

(Clinical Science)

## **XIX-111 - Psychotherapy Utilization in Older Adults**

We examined predictors of referral acceptance within a sample of 311 Black and White older adults referred for psychotherapeutic treatment due to observed psychological distress. Predictors were examined with a focus on differences between White and Black participants. Results of a regression model are discussed in relation to previous findings.

Cheskie Rosenzweig, Columbia University

Elizabeth Midlarsky, Columbia University

(Clinical Science)

## **XIX-112 - A Review of the Therapist's Responsiveness Literature: Implications for Practice and Training**

We used the PsycINFO database to identify theoretical papers, case studies, and empirical research studies related to the query "therapist responsiveness". After exclusion criteria were applied, 73 articles were included in the final content analysis. Findings were grouped into categories to describe ways in which therapists are responsive.

Max B. Wu, University of Massachusetts Boston

Heidi Levitt, University of Massachusetts Boston

(Clinical Science)

## **XIX-113 - Increased Recruitment of Episodic Working Memory Networks Predicts Response to Psychotherapy in a Depressed Bipolar-1 Cohort**

An analogue of the fMRI CVLT was used to investigate the relationship between baseline episodic memory and response to psychotherapy in dysthymic individuals with DSM-IV Bipolar-I disorder. Reduced HAM-D scores positively correlated with increased activation in working memory networks, particularly superior parietal cortex (information manipulation) and VLPFC (category switching).

Aishwarya K Gosai, Massachusetts General Hospital and Harvard Medical School

Conor V Shea, Massachusetts General Hospital and Harvard Medical School; Boston University

(Clinical Science)

## **XIX-114 - A Systematic Review of Effectiveness of Cognitive Rehabilitation in Schizophrenia**

Schizophrenia is a debilitating disorder marked by cognitive impairment which impacts the functional aspects and quality of life of the patients and caregivers. This review presents a holistic perspective on effectiveness of CR on patients with schizophrenia and their caregivers, emphasizing the need of developing targeted neurocognitive rehabilitation facilities.

Garima Joshi, All India Institute of Medical Sciences, New Delhi, India

Ashima Nehra, All India Institute of Medical Sciences, New Delhi, India

Pratap Sharan, All India Institute of Medical Sciences, New Delhi, India

Kameshwar Prasad, All India Institute of Medical Sciences, New Delhi, India

V Sreenivas, All India Institute of Medical Sciences, New Delhi, India

(Cognitive)

## **XIX-115 - Predicting Dropout from Cognitive Processing Therapy (CPT) for PTSD in the Veterans Health Administration**

This study uses a large, diverse sample of veterans ( $n = 7763$ ) receiving Cognitive Processing Therapy (CPT) for PTSD to examine factors associated with attrition from evidence-based psychotherapy (EBP). Predictors of treatment dropout are discussed along with implications for future research and treatment retention efforts.

Zoe R. Feingold, National Center for PTSD at VA Boston Healthcare System

Ellen T Healy, National Center for PTSD at VA Boston Healthcare System; Boston University School of Medicine

Kathleen M Chard, Cincinnati VA Medical Center; VA Office of Mental Health Services; University of Cincinnati

David E Fleck, Cincinnati VA Medical Center

(Clinical Science)

## **XIX-116 - A Novel Topographical Map Approach for Displaying Intervention Efficacy**

We introduce a novel method for communicating intervention efficacy with a topographical map approach. To demonstrate this method, 50 positive psychology interventions targeting wellbeing are mapped to visually represent treatment characteristics (e.g., effect size, patient/clinician burden). The resulting “landscape” provides a navigational map for clinicians when selecting a treatment.

Eugenia I. Gorlin, Boston University

Josephine Lee, Boston University

Michael W. Otto, Boston University

(Clinical Science)

## **XIX-117 - Using Latent Class Growth Analysis to Form Treatment Trajectories in Women with Obesity and Major Depressive Disorder**

Latent class growth analysis was applied to examine variability in symptom response from women with comorbid obesity and depression who received behavioral activation treatment for depression. Two distinct symptom trajectories were observed with significant differences in rate of BDI-II improvement. Future research should explore factors associated with differential treatment response.

Daniel Kern, Rosalind Franklin University of Medicine and Science

Kristin L. Schneider, Rosalind Franklin University of Medicine and Science

Steven A. Miller, Rosalind Franklin University of Medicine and Science

Sherry Pagoto, University of Massachusetts Medical School

(Clinical Science)

## **XIX-118 - Prior Exposure to Treatment Predicts Reduced Change in Psychotherapy.**

344 adult clients at a community mental health training clinic were evaluated biweekly on the outcomes questionnaire (OQ-45). Change on the outcomes questionnaire was moderated by previous treatment (psychotherapy and/or medication) exposure. Specifically, previous treatment was associated with a smaller reduction in symptoms over time.

Saniya Tabani, St. John's University

Kinga Grzybowski, St. John's University

Jennifer Ramanand, St. John's University

Christina Michel, St. John's University

Tara Rooney, St. John's University

(Clinical Science)

## **XIX-119 - Parents and Children Differ in Their Assessment of Psychotherapy Outcomes.**

Based on the youth outcome questionnaire in a longitudinal evaluation of children's change during psychotherapy, we found that parents report greater initial distress levels and slower change than their children. Additionally, parents report greater improvement in younger children than older children.

William F. Chaplin, St. John's University

Carmen Mootz, St. John's University

Sherry Cheng, St. John's University

Demetria Montgomery, St. John's University

Dominique Simms, St. John's University

(Clinical Science)

## **XIX-120 - When Seeking Mental Health Services for Children and Adolescents, Parents Are Not Necessarily on the Same Page As Clinicians**

We interviewed 106 parents seeking treatment for a youth through a publicly-funded, regional mental health triage and referral service. Parents reported diverse knowledge and beliefs about how treatment decisions are, and should be, made; had conflicting views on the importance of research; and expressed desire for involvement in decision-making.

Kristin M. von Ranson, University of Calgary

Leah Tobin, University of Calgary

(Clinical Science)

## **XIX-121 - Parental Involvement in Psychosocial Distress Among Self-Harming Adolescents in a DBT Program**

This study aims to examine the influence of parental involvement on psychosocial distress among self-harming adolescents receiving Dialectical Behavior Therapy. We hypothesized that increases in parental involvement will predict decreases in adolescent psychosocial distress. Within our sample of 14 participants, parental involvement did not significantly predict psychosocial distress among adolescents.

Shirin Mostofi, Loma Linda University Behavioral Health Institute

Joshua Nwosu, Loma Linda University Behavioral Health Institute

Shaina R. Herman, Loma Linda University

Bryan Cafferky, Loma Linda University Behavioral Health Institute

(Clinical Science)

## **XIX-122 - Differences in Correlation Coefficients Between Perceived Body and Face Dysmorphia Among Taiwanese Female Students at Unisex Boarding School and Female Students at Home- Domiciled Unisex and Coed Schools**

Contrary to expectations, unisex Taiwanese female high-school boarding students did not have significantly greater correlations between perceived body and face dysmorphia than home-domiciled students, based on a priori selected responses to previously-validated questionnaire of body-shape concern (BSQ) and homologous items from an exploratory survey of self-perception of the orofacial area.

Kathleen Dorado, Brigham and Women's Hospital, Harvard Medical School

Chieh-Ting Chang, Private Practice

Thomas Huang, Tufts University School of Medicine

Donald B. Giddon, Harvard University

(Social)

## **XIX-123 - The Impact of School Suspensions on School Attendance, Academic Performance, Retention, and School Leaving**

Using a subsample of 27,309 ethnically diverse fourth graders from the Miami School Readiness Project, results showed suspended students were at a higher risk for lower GPA and standardized test scores, and increased retention rates and absences than non-suspended students, indicating that suspensions may prevent students from succeeding in school.

Justine Burke, George Mason University

Tanya Tavassolie, George Mason University

Adam Winsler, George Mason University

(Developmental)

## **XIX-124 - Social Media Visibility and Personality As Interacting Influences on Academic Confidence**

This study explores the interactive contributions of social media visibility (e.g., number of Instagram "followers") and personality on academic confidence in college students. Results reveal that visibility is more likely to benefit some personalities than others.

Rachel E. Pauletti, Lynn University

Patrick J. Cooper, Lynn University

A. Bell Cooper, Florida Atlantic University

(Personality/Emotion)

## **XIX-125 - Working Together: How Subtle Cues in Feedback Can Change the Way You See Your Teacher and Yourself**

Subtle cues that the students were working together with their teacher boosted motivation to improve when confronted with critical feedback. Students were also more likely to see their teacher as invested in their success, as caring about their learning, and as more trustworthy.

Lynette Bye, University of Pennsylvania

Kyla Haimovitz, University of Pennsylvania

Carol S. Dweck, Stanford University

Angela Duckworth, University of Pennsylvania

(Social)

## **XIX-126 - Parents' Proactive and Punitive Responses to Children's Poor School Grades Are Predicted By Intergenerational-, Parent-, and Child-Level Factors**

This study examines what factors predict parents' use of punitive or proactive parenting strategies in response to children's poor grades. Regression results indicate that parents' responses depend on parents' gender, own experiences growing up, and educational expectations for their child. Parents' punitive responses were negatively associated with children's school engagement.

Sandra Tang, University of Michigan

Paige Porter, University of Michigan

Craig Smith, University of Michigan

(Developmental)

## **XIX-127 - A Translation of SBIRT to the Public School Setting Utilizing Services Delivered By School Nurses and Other School Staff**

This is a novel test of a screening, brief intervention, and referral to treatment (SBIRT) procedure implemented as a universal screening in public schools and delivered primarily by school nurses. Findings reveal that school-based screening may be a useful way to identify and prevent alcohol and substance use.

Robert B. Leibowitz, Massachusetts Department of Public Health

Alissa Cruz, Massachusetts Screening, Brief Intervention, and Referral to Treatment – Training & Technical Assistance program

Laura J. Nasuti, Massachusetts Department of Public Health

Sanouri Ursprung, Massachusetts Department of Public Health

Mary Ann Gapinski, Massachusetts Department of Public Health

Carol Girard, Massachusetts Department of Public Health

(Clinical Science)

## **XIX-128 - Parent-Teacher Interactions and Behavior Problems: Correlations and Predictions**

Data were collected over three years from 149 children engaged with mental health services or the juvenile justice system. When controlling for demographic covariates and current symptom levels, more parent-teacher contact predicted more future ODD, CD, and ADHD symptoms, while higher levels of parent-school endorsement predicted fewer future ODD symptoms.

Ari M. Romano-Verthelyi, University of Connecticut

Claudia Paszek, University of Connecticut

Jeffrey D. Burke, University of Connecticut

(Clinical Science)



## **XIX-130 - Engaging Youth in Participatory Research: Hollywood, Let's Get Real!**

Through participatory methods, an unconventional approach to conducting a social emotional needs assessment was performed with high-risk students in an underserved population. This initial step aimed to better understand the ecological embeddedness of such behaviors, provide a more culturally sensitive and developmentally sound framework for evaluating/adapting best practices.

Shereen El Mallah, University of Massachusetts Amherst

(Social)

## **XIX-131 - Resilience and Social Support Relate to Better Self-Care Behaviors in Diabetic Patients**

This study examined relationships between social support, resilience, and self-care behaviors of adults with type 2 diabetes. Higher levels of social support and resilience predicted improved self-care behaviors, e.g., better diet and more exercise. These results provide insight into factors that improve self-care behaviors of patients suffering from chronic illness.

Mahzad Hojjat, University of Massachusetts Dartmouth

Alex da Costa Ferro, University of Massachusetts Dartmouth

Kristen Sethares, University of Massachusetts Dartmouth

Kristine Batty, University of Massachusetts Dartmouth

Anne Moyer, Stony Brook University, The State University of New York

(Social)

## **XIX-132 - The Relationship Between Resilience and Hopelessness in Psychiatric Outpatients**

Adult psychiatric outpatients (n=189) were administered the CD-RISC and the BHS to explore the correlation between resilience and hopelessness in a clinical sample. A Pearson's Correlation was conducted to assess the strength and direction of the linear relationship. A significant negative correlation was found ( $r = -.68, p < .001$ ).

Olivia Varas, Mount Sinai Beth Israel, Psychiatry Department

Mariah Hawes, Mount Sinai Beth Israel

Zimri Yaseen, Mount Sinai Beth Israel, Psychiatry Department

Igor Galynker, Mount Sinai Beth Israel

Nicolette Molina, Mount Sinai Beth Israel

(Clinical Science)

## **XIX-133 - Therapist Style Predicting Change in an Integrated Sexual Assault and Alcohol Intervention**

This research examines participant ratings of therapist style during a Brief Motivational Intervention addressing alcohol as a risk factor for sexual aggression. Participants included 115 sexually active, heavy-drinking college men. Associations between therapist style and pre- and post-session change on putative mechanisms of program effects were explored.

Daniel Oesterle, Rhode Island Hospital

Peter Krahe, Rhode Island Hospital

Lindsay M Orchowski, Alpert Medical School of Brown University

(Clinical Science)