IV-001 Adolescent Recovery Programs: A Review of Methodological Approaches
Emily A. Fisher, Vanderbilt University

There is a lack of understanding of the adolescent recovery process: this systematic review assessed adolescent recovery program research through a review of the current adolescent recovery literature. With three main recommendations, it highlights how future research can systematically address this issue and build a body of evidence-based knowledge.
(Building a Better Psychological Science: Good Data Practices and Replicability - Adolescent)

IV-002 Predictors of Coping Strategies Middle-School Youth Use to Stay Safe
Tess K. Drazdowski, Virginia Commonwealth University
Lena Jaggi, Virginia Commonwealth University
Wendy Kliewer, Virginia Commonwealth University

Lack of standardized definitions in the coping literature impedes replication and integration of findings. This study analyzed data from diverse students and teachers using an evidence-based framework of coping. We found that teacher-rated emotional lability was the most common predictor of coping strategies. Other findings and implications are discussed.
(Building a Better Psychological Science: Good Data Practices and Replicability - Adolescent)

IV-003 A Review and Analysis of Scale Development Procedures in Psychology and Education
Rochelle Fisher, James Madison University
Jerusha Gerstner, James Madison University
Deborah Bandalos, James Madison University

Good measurement begins with item development and analysis, and sound procedures in these areas can go a long way toward ensuring the quality of the resulting scale. This study addresses the need for more consistent guidelines for scale development practices.
(Building a Better Psychological Science: Good Data Practices and Replicability - Assessment)

IV-004 Web-Based Data Are Good (Enough)
Sarah R. Ramsey, Northern Illinois University
Melissa McKenzie, Northern Illinois University
Kristen Thompson, Northern Illinois University
Alan Rosenbaum, Northern Illinois University

Participants’ attention to web-based questionnaires was assessed in order to explore the quality of data collected from online surveys. While gender differences were present, results support the methodological soundness of online survey administration.
(Building a Better Psychological Science: Good Data Practices and Replicability - Attention)

IV-005 Databrary: An Open Video-Based Data-Sharing System
Karen E. Adolph, New York University
Rick O. Gilmore, Penn State University
David S. Millman, New York University
Xuening Chang, New York University
Most developmental scientists rely on video recordings to capture the complexity and richness of behavior. Researchers rarely share video data, and this has impeded scientific progress. By creating the cyber-infrastructure and community to enable open video sharing, the Databrary project aims to facilitate deeper, richer, and broader understanding of behavior.

(Building a Better Psychological Science: Good Data Practices and Replicability - Behavior Analysis)

IV-006 A new framework to study early categorical ERP differences
Guillaume A. Rousselet, University of Glasgow, United Kingdom
Magda M. Bieniek, University of Glasgow
Nicola J. van Rijsbergen, University of Glasgow
Philippe G. Schyns, University of Glasgow
In object categorization, we describe a systematic approach to investigate ERP onsets, time courses and to quantify the nature of single-trial distribution differences. This approach relies on improved preprocessing, single-subject analyses, test-retest assessment, detailed and informative data descriptions, and robust and meaningful measures of effect sizes.

(Building a Better Psychological Science: Good Data Practices and Replicability - Cognitive Neuroscience)

IV-007 The Feasibility of Nesting AERP Protocols for the Development of Practical Neurometrics
Jamie N. Hershaw, The College of William and Mary
Ellen D. Robinson, The College of William and Mary
Asher L. Rubin, The College of William and Mary
Paul D. Kieffaber, The College of William and Mary
Diagnostic applications of ERP paradigms hold great potential, but current protocols are not adapted for clinical settings. A nested paradigm designed to elicit four distinct ERPs while significantly reducing recording time is tested for evaluation as a clinically practical assessment tool.

(Building a Better Psychological Science: Good Data Practices and Replicability - Cognitive Neuroscience)

IV-008 Replicating the Name Effect: Learning Your ABC's
Corinne S. Enright, University of Wisconsin-Platteville
Epros Weiss, University of Wisconsin-Platteville
Mariangela Piccione, University of Wisconsin-Platteville
This study extends research (Carlson & Conard, 2011) on the relationship between alphabet surname order and impulsivity in decision making. We found participants whose last names were later in the alphabet completed their questionnaires faster and expressed a lower preference for control in decision making than their early-alphabet peers.

(Building a Better Psychological Science: Good Data Practices and Replicability - Consumer)

IV-009 African American Populations in Replication Studies
Marilyn D. Lovett, Livingstone College

This project is a preliminary review of replication research involving African American populations. Searches were conducted on PsycINFO and PsycARTICLES, and articles sorted into nine topical areas. The most common categories were public health, education, and psychiatric issues. Implications and future research directions are delineated.

(Building a Better Psychological Science: Good Data Practices and Replicability - Cross-Cultural or Ethnic Studies)

IV-010 Parity and Postpartum Depression: A Culturally Constructed Relationship
Charles M. Super, University of Connecticut
Saskia van Schaik, Utrecht University, the Netherlands
Marjolijn J. M. Blom, Netherlands Ministry of Justice
Sara Harkness, University of Connecticut

Simple replicability is threatened by psychology’s monocultural foundation. In a US sample, maternal depression was lower after first, compared to later, births. In the Netherlands, the opposite relationship was found. Cultural differences in maternal expectations, work load, and support appear to be critical factors. Cross-cultural non-replication can illuminate mediating factors.

(Building a Better Psychological Science: Good Data Practices and Replicability - Cross-Cultural or Ethnic Studies)

IV-011 Integrated Data Management Processes Expedite Common Data Management Tasks in Autism Research
Frank J. Farach, Prometheus Research, LLC
Naralys E. Sinanis, Prometheus Research, LLC
Julie Hawthorne, Prometheus Research, LLC
Henry Agnew, Prometheus Research, LLC
Tricia Schantz, Prometheus Research, LLC
William Jensen, Prometheus Research, LLC
Leon Rozenblit, Prometheus Research, LLC

We compare the efficiency of (1) just-in-time data management, in which data are cleaned prior to each analysis, and (2) integrated data management, in which data are centralized, cleaned up front, and made available via a query interface. Integrated data management was associated with faster completion of data management requests.

(Building a Better Psychological Science: Good Data Practices and Replicability - Evaluation)

IV-012 Can We Trust Data Collected Online?
Susan X. Day, University of Houston
Max Nisenbaum, University of Pittsburgh Student Counseling Center and University of Houston
Brendel Doss, University of Houston

Our experience and examination of the growing practice of collecting research data online lead us to be highly suspicious of its validity. Three researchers demonstrate the flaws of online data collection and the superiority of face-to-face contact between participant and researcher.

(Building a Better Psychological Science: Good Data Practices and Replicability - Experimental)

IV-013 Collecting Response Times using Amazon Mechanical Turk and Adobe Flash
Travis Simcox, University of Pittsburgh
Julie A. Fiez, University of Pittsburgh

Amazon’s Mechanical Turk (AMT) allows data to be quickly collected from a large sample. We investigated the viability of presenting stimuli and collecting response times using Adobe Flash in conjunction with AMT. The timing accuracy of Flash was measured under several conditions. Classic response-time tasks were then replicated over AMT.

(Building a Better Psychological Science: Good Data Practices and Replicability - Experimental)

IV-014 Laboratory Experience, Gender, and Personality Impact Reading Informed Consent Forms
Michael M. Knepp, University of Mount Union

One hundred eight-three students participated in an emotion study that was designed to determine if each student read the informed consent form. College students who read the consent form and followed the instructions were more likely to do so in-lab, be high trait worriers, and have increased state stress.

(Building a Better Psychological Science: Good Data Practices and Replicability - Experimental)
IV-015 Mechanical Turk, Craigslist, and Face-to-Face Data: A Comparison of Data Collection Methods  
James Evans, Shippensburg University  
Zared Shawver, Shippensburg University  
Brian Benchoff, Shippensburg University of Pennsylvania  
Lea Adams, Shippensburg University  
James Griffith, Shippensburg University  
Reliabilities and means of three scales were collected through online data collection methods (i.e., Amazon’s Mechanical Turk and Craigslist) and face-to-face. These were compared to national data for each scale. Comparisons between the national data and collection method were significant, further supporting reliability of data collected online.  
(Building a Better Psychological Science: Good Data Practices and Replicability - Experimental)

IV-016 PsychDisclosure.org as a Case in Point for Mandatory Disclosure Statements  
Etienne P. LeBel, University of Western Ontario  
Sampo V. Paunonen, University of Western Ontario  
PsychDisclosure.org allows authors to disclose four categories of methodological details not required under current reporting standards, but which are essential for interpretation of results. Almost 50% of contacted authors have disclosed such information and the overwhelmingly positive and grateful response to our initiative suggest a normative demand for mandatory disclosure.  
(Building a Better Psychological Science: Good Data Practices and Replicability - Experimental)

IV-017 Reliability of Experimental Data Collected Online: Comparisons to a Classic Cognitive Study  
James Evans, Shippensburg University  
Brian Benchoff, Shippensburg University of Pennsylvania  
Zared Shawver, Shippensburg University  
Lea Adams, Shippensburg University  
James Griffith, Shippensburg University  
The present experiment examined the effectiveness of two online data collection methods (i.e., Amazon’s Mechanical Turk and Craigslist) for cognitive experiments that use recall as the dependent measure. The study replicated Bransford’s classic experiment examining contextual prerequisites for understanding, and found that the data were not fully consistent with classic findings.  
(Building a Better Psychological Science: Good Data Practices and Replicability - Experimental)

IV-018 Methodological Manipulations Affect Gender-Typed Toy Ratings  
Rachel Stoiko, West Virginia University  
Katherine Karraker, West Virginia University  
Studies of adults’ gender-typed toy ratings are often treated as replications, despite different methodologies, including instructions. This study manipulated instructions, finding that gender-typed toy ratings differed by instruction type, indicating that methodologies may affect the construct being studied, increasing the need for uniform and replicable methodologies for comparable results.  
(Building a Better Psychological Science: Good Data Practices and Replicability - Gender Issues/Sex Roles)

IV-019 Is Low Digit Ratio (2D:4D) Associated with Delayed Age at Menarche?  
Missy L. Teatero, Lakehead University  
Kirsten A. Oinonen, Lakehead University  
Dwight Mazmanian, Lakehead University  
Jennifer M. Patola, Lakehead University  
Jessica L. Bird, Lakehead University  
Meghan Richards, Lakehead University  
Maggie Phillips, Lakehead University
Keala Benkowski, Lakehead University
Six studies have been published on the relationship between digit ratio (2D:4D) and age at menarche (AAM). New data from six studies are presented to examine replicability and “show our file drawer.” Overall, the relationship between right 2D:4D and AAM is small and negative.
(Building a Better Psychological Science: Good Data Practices and Replicability - Health)

IV-020 Self-compassion is Associated With the Practice of Health Behaviors Across Thirteen Samples
Fuschia M. Sirois, Bishop's University
Jameson K. Hirsch, East Tennessee State University
In this paper we test and replicate the associations between self-compassion and positive health behaviors in thirteen samples and meta-analyze the results. Across six community and seven student samples (N = 2,824) self-compassion was positively associated with practicing healthy behaviors. Enhancing self-compassion may have important implications for improving health.
(Building a Better Psychological Science: Good Data Practices and Replicability - Health)

IV-021 Beyond p<.05: Evidence for Low and High p Value-based Stopping Rules
Erica Yu, University of Maryland
Amber Sprenger, University of Maryland
Rick Thomas, University of Oklahoma
Michael Dougherty, University of Maryland
We identified a set of plausible heuristics that researchers use in the course of collecting data and then used Monte Carlo simulation methods to show that prevalent data collection heuristics lead to biases in estimated effect sizes and Bayes Factors, and increases in false-positive and false-negative rates depending.
(Building a Better Psychological Science: Good Data Practices and Replicability - Judgment and Decision Making)

IV-022 Using Replication to Validate a Potentially Nomothetic Construct
Theresa A. Thorkildsen, University of Illinois, Chicago
Persis Driver, University of Illinois, Chicago
Kuan Xing, University of Illinois, Chicago
New debates are emerging about whether individuals’ civil identities involve a balance of local and global concerns and belief in a just world. Using replication guidelines to compare findings with notably different samples, we determined that the construct of civil identity is better construed as nomothetic rather than as idiographic.
(Building a Better Psychological Science: Good Data Practices and Replicability - Motivation)

IV-023 Independence does not Consistently Predict Naming Trends
John E. Waggoner, Bloomsburg University
Statehood date and several demographic variables were used to predict the percentages of children receiving popular names in each of the 50 states over a 20 year time period. Statehood date was not consistently predictive of naming trends, especially for female names.
(Building a Better Psychological Science: Good Data Practices and Replicability - Other)

IV-024 Is Psychology a Science? Lessons from The Batman.
Sunny R. Duerr, University of Rhode Island
Grayson L. Baird, University of Rhode Island
Daniel Martin, University of Virginia
“It’s not who I am underneath, but what I do that defines me.” The moral punchline of the movie Batman Begins is one every psychologist should take to heart, particularly with the topic of replication.
This paper discusses some perceived flaws in psychology's current replication efforts, and proposes additional considerations.

(Building a Better Psychological Science: Good Data Practices and Replicability - Other)

IV-025 The Influence of Individual and Organizational Factors on Graduate Students' Ethical Decision Making in Research Activities
Philip J. Langlais, Old Dominion University
Blake J. Bent, Old Dominion University
Ethical predisposition and perceptions of institutional and departmental research climate explained 40% of the variance in ethicality on a decision making task. However, none of the individual items in the model were significant predictors of ethicality. Ethicality of female students’ responses were significantly greater than those of male students’.

(Building a Better Psychological Science: Good Data Practices and Replicability - Other)

IV-026 Failure to Replicate the Mehta and Zhu (2009) Color Effect
Kenneth M. Steele, Appalachian State University
Alex Butts, Appalachian State University
Tyler Erath, Appalachian State University
Jennifer Gray, Appalachian State University
Natsumi Kimura, Appalachian State University
Sarah Marger, Appalachian State University
Patrick Tobin, Appalachian State University
Alannah Wray, Appalachian State University
Mehta and Zhu (2009) reported on the influence of the colors, red and blue, on anagram solutions. Anagrams were solved more quickly when the word and the screen color invoked matching motivational states. We used their procedure but were unable to replicate their results, casting doubt on the effect.

(Building a Better Psychological Science: Good Data Practices and Replicability - Perception)

IV-027 An Abbreviated Impulsiveness Scale Constructed through Confirmatory Factor Analysis of the BIS-11
Christopher G. Coutlee, Duke University
Cary S. Politzer, Duke University
Rick H. Hoyle, Duke University
Scott A. Huettel, Duke University
Trait impulsiveness (the Barratt Impulsiveness Scale-11) was examined through exploratory factor analysis (n=1549) followed by confirmatory analysis in two replication samples (n=528; n=303). We confirmed the canonical attention, motor, and non-planning impulsiveness sub-types while reducing scale length by 57%, thus producing a more efficient, valid, and reliable abbreviated impulsiveness scale.

(Building a Better Psychological Science: Good Data Practices and Replicability - Personality)

IV-028 A Replication of the Validity of the Abridged Need for Closure Scale
Bradlee W. Gamblin, Eastern Kentucky University
The current study attempted to validate the abridged, 15-item version of the Need for Closure Scale, introduced by Roets and Van Hiel (2011). Reliability measures, correlational data, and factor analysis replicated previous findings, supporting the shortened scale’s use in place of the original scale.

(Building a Better Psychological Science: Good Data Practices and Replicability - Psychometrics)

IV-029 Nine Constructs Underlying Employee Satisfaction at a University
Bonnie A. Green, East Stroudsburg University
Yun Kim, Bergen Community College
Jyh-Hann Chang, East Stroudsburg University
What constitutes Employee Satisfaction on a college campus? How do you measure it? During the process of creating a valid measure of capturing employee satisfaction, what constitutes employee satisfaction became clearer through a series of steps commonly used in the creation of a psychometrically sound measure that yielded nine constructs.

(Building a Better Psychological Science: Good Data Practices and Replicability - Psychometrics)

IV-030 Outlier Removal and the Inflation of the Type I Error Rate
Marjan Bakker, University of Amsterdam
Jelte M. Wicherts, Tilburg University, The Netherlands
Simulations of psychological data show that the removal of outliers based on commonly used Z value thresholds severely increases the Type I error rate in t tests, especially when chosen subjectively. We recommend non-parametric or robust tests which have a good Type I error rate and power under most scenarios.

(Building a Better Psychological Science: Good Data Practices and Replicability - Psychometrics)

IV-031 People can look better than they are but not worse on the D-IAT
John Darsinos, East Stroudsburg University
Bonnie A. Green, East Stroudsburg University
Amy L. Lebkuecher, Lehigh University
Ethan C. Green, Statistical Consulting
Jyh-Hann Chang, East Stroudsburg University
Abby Jeffcoat, East Stroudsburg University
When given the Disability-Implicit Association Test, students were able to demonstrate a more positive view toward disabled individuals when asked but were not able to demonstrate a more negative view. A working memory hypothesis of the effects of social desirability and its impact on measuring implicit attitudes will be reviewed.

(Building a Better Psychological Science: Good Data Practices and Replicability - Psychometrics)

IV-032 The Lynn and Accardi Sensitivity Scale: Establishing Construct Validity
Michelle C. Accardi, Binghamton University - SUNY
Anne Malaktaris, Binghamton University - SUNY
Matthew D. Johnson, Binghamton University - SUNY
Steven J. Lynn, Binghamton University - SUNY
We evaluated the construct validity of a multifaceted self-report measure of psychological sensitivity (Lynn & Accardi Sensitivity Scale; LASS). The LASS showed convergent and divergent validity with “gold standard” self-report measures, supporting the hypothesis that sensitivity is a latent variable with multifaceted observable variables related to psychiatric disorders.

(Building a Better Psychological Science: Good Data Practices and Replicability - Psychometrics)

IV-033 MAOA–Punitive Discipline Interactions in Black and Whites Males’ Antisocial Behavior
Daniel E. Choe, University of Pittsburgh
Daniel S. Shaw, University of Pittsburgh
Few studies have replicated gene–environment interactions (G X E) between monoamine oxidase A (MAOA) and early maltreatment predicting antisocial behavior in non-White males. We examined 187 males (44% Black) in models using cross-informant/multi-method data. Regardless of race, punitive discipline predicted more antisocial behavior among males with low MAOA activity.

(Building a Better Psychological Science: Good Data Practices and Replicability - Psychopathology)

IV-034 Moral Stress among Mental Health Research Workers: Implications for Scientific Integrity
Adam L. Fried, Fordham University
Celia B. Fisher, Fordham University
This study employed a multi-method approach to examine job-related stress among front-line workers engaged in research involving participants with post-traumatic stress disorder (PTSD) and other anxiety and mood-based mental health problems. Results uncovered meaningful stress-related themes and produced psychometrically reliable data on the relationship between perceived research-ethics conflicts and organizational and participant factors.
(Building a Better Psychological Science: Good Data Practices and Replicability - Psychopathology)

IV-035 Combining Results of Two Replication Studies: A Bayesian Model Selection Approach
Irene Klugkist, Utrecht University
Marcel van den Hout, Utrecht University
Marcel van Dam, Utrecht University
Two subsequent studies investigated whether the performance of safety-seeking behaviors has exacerbating effects on danger perception in anxiety patients. We obtained combined results, by first evaluating data of one study with a Bayesian approach and, subsequently, incorporating the results as prior information in the Bayesian analysis of the second study.
(Building a Better Psychological Science: Good Data Practices and Replicability - Quantitative)

IV-036 The Prevalence of Declining Effect Sizes in Educational Research
Joshua A. Stephens, Cleveland State University
Effect sizes are the statistic generated by meta-analyses, a commonly used statistic in education research. This project uses a methodological framework similar to that of Jennions and Moller (2001) to determine whether declining effect sizes can be observed in educational research and attempts to explain possible causes of this observation.
(Building a Better Psychological Science: Good Data Practices and Replicability - Quantitative)

IV-037 Understanding Replication: Confidence Intervals Much Better Than p Values
Geoff Cumming, La Trobe University, Australia
Discussions of replication have mainly used NHST. However, p values give only extremely vague information about replication, whereas confidence intervals give useful information. Moreover, researchers have a reasonable understanding of confidence intervals and replication, but a poor appreciation of p values and replication. We should use estimation and not NHST.
(Building a Better Psychological Science: Good Data Practices and Replicability - Quantitative)

IV-038 Assessing Self-Reported Sexual Behaviors: Not All Measures are Created Equal
Erika M. Shearer, University of Nevada, Reno
Jenna G. Renqvist, University of Nevada, Reno
Melanie P. Duckworth, University of Nevada, Reno
Utilizing data from a sample of 267 undergraduates, analyses revealed proportional and relative frequency measures of condom use to be only moderately correlated (i.e., 40 to 63%) for both vaginal and anal intercourse, and 5 to 12% of individuals endorsing monogamous relationship status reported more than one sexual partner.
(Building a Better Psychological Science: Good Data Practices and Replicability - Sexuality/Sexual Behavior)

IV-039 Using Motion Energy Analysis to Study Behavioral Synchrony and Rapport for Class Projects and Scientific Advancement
Jon Grahe, Pacific Lutheran University
Andrew Nelson, Pacific Lutheran University
Kelsey Serier, Pacific Lutheran University
Fabian Ramseyer, University of Bern
Student course projects conceptually replicated Motion Energy Analysis methodology examining behavioral synchrony and dyadic experiences. These collaborative projects between students and a researcher from another institution tested student generated questions and assisted in validating a recent methodological advance. They also highlight necessary conditions for student projects to contribute reliable results. (Building a Better Psychological Science: Good Data Practices and Replicability - Social Interpersonal Relationships)

IV-040 Positive Drinking Consequences Predict Drinking and Inability to Stop in Treatment-Seeking Veterans
Meghan E. Morean, Yale School of Medicine
Christoffer Grant, VA Connecticut, Newington Campus
Amanda Palmer, Yale School of Medicine
Judith L. Cooney, VA Connecticut, Newington Campus
Positive drinking consequences reported by 100 veterans seeking substance abuse treatment predicted heavy drinking and a perceived inability to stop drinking at intake. These findings suggest that the PDCQ is a valid instrument for use with treatment-seeking veterans and replicate associations between positive consequences and drinking observed in college students. (Building a Better Psychological Science: Good Data Practices and Replicability - Substance Abuse)

IV-041 The Responsible Conduct of Community-Based Drug Use Research: Views from the Frontline
Celia B. Fisher, Fordham University, Center for Ethics Education
Gala True, University of Pennsylvania
Leslie Alexander, Bryn Mawr College
Adam Fried, Fordham University, Center for Ethics Education
This study applied psychometrically reliable scales to examine ethics relevant attitudes and practices of community-based drug use researchers. Findings illuminate supports for and threats to scientific integrity and human subjects protections encountered by frontline staff and suggest organizational strategies for reducing moral stress and enhancing the responsible conduct of research. (Building a Better Psychological Science: Good Data Practices and Replicability - Substance Abuse)

IV-042 Day-to-Day Fluctuations in Perceived Discrimination Predict Changes in Daily Physical Symptoms and Sleep Quality
Thomas E. Fuller-Rowell, University of Wisconsin, Madison
Anthony D. Ong, Cornell University
Anthony L. Burrow, Cornell University
The current study used a daily diary approach to consider day-to-day fluctuations in reports of racial discrimination among African American college students as predictors of daily physical symptoms, and sleep quality. Findings showed that on days when individuals reported more discrimination, levels of physical symptoms were increased, and levels of subsequent sleep quality were decreased. (Social - Health)

IV-043 Decisional Balance of a Proactive Healthy Lifestyle: A Test of Measurement Invariance
Andrew Bauerband, University of Rhode Island
Andrea Paiva, University of Rhode Island
Steve Babbin, University of Rhode Island
Wayne F. Velicer, University of Rhode Island
Healthy eating, exercising, and not smoking have been integrated into one overall concept: the “proactive healthy lifestyle”. The Decisional Balance scale measures the pros and cons of engaging in a healthy lifestyle. This study tests the measurement invariance of this scale across gender, income level and perceived health.
IV-044 Delving Into Depression and Dangerous Driving: Are Sad Drivers Bad Drivers?
Chris S. Dula, East Tennessee State University
Traffic safety is a serious public health issue and mental illness is an understudied contributing risk factor. This study found higher levels of depression were associated with higher levels of dangerous driving. Results suggest more research is needed in the area and that intervention for depressed drivers may be warranted.

(Clinical - Health)

IV-045 Depression as a Factor in the Inconsistency of Suicidality in Multiple Sclerosis
Sara Flood, Ferkauf Graduate School of Psychology - Yeshiva University
Frederick W. Foley, Ferkauf Graduate School of Psychology - Yeshiva University
Vance Zemon, Ferkauf Graduate School of Psychology - Yeshiva University
MaryAnn Picone, Holy Name Medical Center
Matthew Bongardino, Ramapo College of New Jersey
Helen Quinn, Ferkauf Graduate School of Psychology - Yeshiva University
We evaluated the consistency of suicidality over time in patients with Multiple Sclerosis. Binary logistic regression examined the effect of gender, age, depression, and disability on level of suicidality at Time 1 versus Time 2. Results demonstrate that baseline depression and change in level of depression significantly predicted level of suicidality.

(Clinical - Health)

IV-046 Developing a Clinical Decision Support System Using the Technology Acceptance Model
David A. Albert, Columbia University College of Dental Medicine
Judith S. Gordon, Arizona State University
Judy A. Andrews, Oregon Research Institute
Angela Ward, Columbia University College of Dental Medicine
Sharifa Z. Barracks, Columbia University Mailman School of Public Health
Emilie Bruzelius, Columbia University College of Dental Medicine
Noreen Meyers-Wright, Columbia University College of Dental Medicine
Using the Technology Acceptance Model (TAM) as a framework, this study qualitatively assessed barriers and facilitators to implementing a clinical decision support system for tobacco cessation in dental settings. While TAM was effective in categorizing adoption barriers it failed to account for key organizational and environmental factors described by participants.

NIDCR Building Bridges Award Winner

(Clinical - Health)

IV-047 Do Pets Keep you Happier and Healthier?
Bridget C. Murphy, Binghamton University
Sindhura C. Mandava, Binghamton University, Environmental Neuropsychology Laboratory
Peter J. Donovick, Binghamton University, Director of the Institute for Neuropsychological Research
Richard E. Mattson, Binghamton University, Department of Psychology
Participants completed an internet survey that examined the impact of pet ownership on mental, physical, and emotional health. Regardless of age, gender, or relationship status; participants were happier, less anxious, and reported better health than non-pet owners.

(General - Health)

IV-048 Do Young Children Recognize Insecticide as Dangerous? Cognitive Development to Child Safety
Sarah J. Wright, Samford University
Hayley L. Wells, University of Alabama at Birmingham
Anna Johnston, University of Alabama at Birmingham
David C. Schwebel, University of Alabama at Birmingham
Toddler’s development of symbolic-representation ability may be relevant to identification of poisonous household products labeled with symbolic pictures. We investigated whether 109 toddlers identified insecticide versus juices/sodas as their drinking preference. Correct selection correlated with age (range=18-59 months), suggesting descriptive pictorial symbols on household products may reduce child poisoning risk.

(Developmental - Health)

IV-049 Effect of Induced Social Exclusion on State Anxiety and Cardiovascular Reactivity
Timothy J. Williamson, Pitzer College
KaMala S. Thomas, Pitzer College
Using the computer-based Cyberball task, we examined whether inducing feelings of social exclusion increases anxiety and cardiovascular reactivity to perceived social evaluation. Socially excluded participants reported more anxiety in response to the Trier Social Stress test. This suggests that socially excluded individuals may have increased sensitivity to socially evaluative threats.

(Social - Health)

IV-050 Effect of Motivational Text Message Intervention on Physical Activity
Deana L. Julka, University of Portland
Andrew Lafrenz, University of Portland
Jacquie VanHoomissen, University of Portland
Andrew Downs, University of Portland
Despite awareness of benefits of physical activity, minimum exercise recommendations are rarely met. This study explores how motivation impacts activity. Participants completed questionnaires, wore accelerometers assessing activity and received individualized motivational texts, general messages, or none. Messages matching motivation were most effective in increasing activity.

(Social - Health)

IV-051 Effects of Parent Characteristics on Child Behavior Problems in Pediatric Cancer
Louis A. Penner, Professor, Population Studies and Disparities Program, Karmanos Cancer Institute, and Department of Oncology, Wayne State University School of Medicine
Felicity Harper, Assistant Professor, Population Studies and Disparities Program, Karmanos Cancer Institute, and Department of Oncology, Wayne State University School of Medicine
Terrance L. Albrecht, Professor, Population Studies and Disparities Program, Karmanos Cancer Institute, and Department of Oncology, Wayne State University School of Medicine
Corissa Carlson, Wayne State University
Pediatric cancer is associated with psychosocial problems in children. This study investigated relationships between parent trait anxiety and depression and children problem behaviors among pediatric patients. Parents completed questionnaires three times over a year and a half. Parent anxiety and depression predicted child problems up to fifteen months later.

(Clinical - Health)

IV-052 Divided Attention Enhances Perceptual, but not Conceptual, Processing in Explicit Memory
Pietro Spataro, Sapienza University of Rome
Clelia Rossi-Arnaud, Sapienza University of Rome, Dept of Psychology
Vincenzo Cestari, Sapienza University of Rome, Dept of Psychology and CNR, Institute of Cell Biology and Neurobiology
We investigated the interaction between interference and facilitation in a divided-attention paradigm. In Experiment 1, the detection of infrequent targets eliminated the orthographic distinctiveness effect, by
enhancing memory for common words. In contrast, the semantic isolation effect remained significant in Experiment 2. Thus, divided-attention facilitates perceptual, but not conceptual, processes.
(Cognitive - Human Learning and Memory)

IV-053 The Importance of Perceived Care and Connectedness with Best Friends and Parents for the Development of Social Anxiety in Adolescence
Nejra Van Zalk, Center for Developmental Research
Maarten Herman Walter Van Zalk, Center for Developmental Research
Margaret Kerr, Center for Developmental Research
We tested the importance of perceived emotional support from best friends and parents for the development of adolescent social anxiety over three years (N = 2194, Mage = 13.58). Using SIENA, we found that care by mothers, fathers, and connectedness with close friends predicted decreases in social anxiety over time.
(Developmental - Adolescent)

IV-054 Do Product Labels Correct Misconceptions About The Use Of Nonprescription Analgesics?
Michael P. Ryan, The University of Texas at San Antonio
Young adults rated the truth of claims about nonprescription analgesics before and after reading the product label for those drugs. Two studies demonstrated that knowledge-updating was selective impaired for claims contradicted by an analgesic label. This effect is not attributable to product familiarity or preference.
(Cognitive - Human Learning and Memory)

IV-055 Does Controlling for Strategy Use or Cognitive Load Change the Levels-of-Processing Effect on Working Memory?
Vanessa M. Loaiza, Université de Fribourg, Switzerland
Valérie Camos, Université de Fribourg, Switzerland
The following project examined the levels-of-processing (LoP) effect in working memory (WM) and episodic memory (EM) recall using complex span tasks when controlling for potential strategy use in LoP span task (Experiment 1) and for cognitive load of distracting task in a computerized span task (Experiment 2).
(Cognitive - Human Learning and Memory)

IV-056 Effects of Degraded Speech on Attended Recall in a Dichotic Listening Task
Anne M. Sinatra, University of Central Florida
Valerie K. Sims, University of Central Florida
Maxine B. Najle, University of Central Florida
Shannon K.T. Bailey, University of Central Florida
Participants in a dichotic listening task shadowed The Secret Garden while one of four versions of Harry Potter and the Deathly Hallows played in the unattended ear. Recall from the attended ear was highest when British synthetic speech was unattended and lowest when American Synthetic speech was unattended.
(Cognitive - Human Learning and Memory)

IV-057 Effects of Multiple-Choice Testing on Memory Retention – Cue-Target Symmetry
Cho Kin Cheng, University of Toronto Scarborough
Steve Joordens, University of Toronto Scarborough
We compared test-induced retention benefit of the cues and targets from the initial test. The results showed the retention benefits were similar for the cues and the targets if students answered the initial items correctly. But, for the initially incorrect items, the retention performance was substantially better for the cues.
IV-058 Election 2008: Flashbulb Memories of Barack Obama’s Election to Presidency
Jasmen Rice, Butler University
John N. Bohannon, Butler University
656 participants recalled their discoveries of President Obama’s election. There was no effect of race by measure or on memory in general, which goes against earlier studies. Further, memories for Obama’s election varied like other flashbulb events, such as 9/11, supporting affect at encoding as the flashbulb memory mechanism.

IV-059 Enhancing Learning and Motivation through Surrogate Embodiment, Imagined Embodiment, and Embodied Affect
Saadia A. Khan, Columbia University
John B. Black, Columbia University
This empirical study investigated the effects of surrogate embodiment in a multi-user virtual environment and imagined embodiment on learning and motivation. Additionally, it investigated whether or not positive embodied affect further enhanced learning and motivation when it was experienced with surrogate embodiment and imagined embodiment.

IV-060 Evidence for a very fast refreshing rate in working memory
Evie Vergauwe, University of Missouri-Columbia
Valérie Camos, Université de Fribourg, Switzerland
Pierre Barrouillet, Université de Genève, Switzerland
This study shows that processing is postponed as a function of the number of items concurrently held in memory. Reaction times in the secondary task increased linearly with memory load, with a slope of about 30-50ms per item, very close to the speed of memory scanning (Sternberg, 1966).

IV-061 Examining the Mediator Explanation of Error-Enhanced Encoding: Does it Matter Whether the Target is Present or Absent?
Courtney M. Clark, University of California, Los Angeles
Veronica X. Yan, University of California, Los Angeles
Robert A. Bjork, University of California, Los Angeles
Trying—and failing—to predict the response to be learned to a given cue can, surprisingly, enhance later cued recall of that response, versus studying the intact pair. We found that generating an alternative response with the target present produces smaller benefits, which complicates any mediator interpretation of error-enhanced encoding.

IV-062 Differences in Cheating Patterns Among Individualistic and Collectivistic Cultures and University Majors
Megan L. Costantino, Brigham Young University - Hawaii
Kayla R. Suhrie, Brigham Young University - Hawaii
Bonnie C. Allred, Brigham Young University - Hawaii
Morris A. Graham, Brigham Young University - Hawaii
Steven C. Wheelwright, Brigham Young University - Hawaii
Alexa R. Tuita, Brigham Young University - Hawaii
Zacharias P. Dupaix, Brigham Young University - Hawaii
Cheating behaviors are well-documented in academic literature. To determine differences in cheating behaviors, university students completed an assessment which allowed them to cheat by providing impossible questions and asking them to self-report questions they answered correctly. Results show collectivistic students and skill based majors as cheating more than others.

IV-063 Differential Educational Aspirations Related to Gender, Disability, Ethnicity, and Income
Neil H. Perdue, University of Indianapolis
Jillian E. Rosati, University of Indianapolis
David B. Estell, Indiana University-Bloomington
Maura L. Rouse, University of Indianapolis
Joseph Hansel, University of Indianapolis
Alexandra M. Epler, University of Indianapolis
Group membership and educational aspirations were explored with 6th grade data predicting educational aspirations at age 15 (N= 794). While including important covariates, results suggest that traditionally at-risk groups may be receiving adequate encouragement for high school graduation, but males and those with disabilities have lower expectations for college completion.

IV-064 Do Parents Matter?: A Longitudinal Analysis of Educational Attainment
Oksana Malanchuk, University of Michigan
Stephen C. Peck, University of Michigan
Jacquelynne S. Eccles, University of Michigan
Educational attainment is often argued to be the key to career success and a comfortable life. Using longitudinal data from a diverse sample (MADICS), we find that parents do matter in their child’s educational attainment at age 28 but it depends on their race and gender and socioeconomic status.

IV-065 Effect of Explicit Teaching of Comprehension Strategies on Reading Comprehension
James G. Atkins, Teachers College
Joanna P. Williams, Teachers College
This study investigated the effect of explicit comprehesion strategy instruction on student performance. Teachers using an explicit comprehension program demonstrated more explicit instruction than teachers using a traditional program. Overall, there were no differences in student performance. However, experienced teachers demonstrated more explicitness and their students demonstrated superior performance.

IV-066 Effects of Expected Racial Favoritism on Student-Teacher Relationships and Achievement in Kindergarten
Yamanda F. Wright, The University of Texas at Austin
Rebecca S. Bigler, The University of Texas at Austin
This study examined the effects of expected racial favoritism on (a) student-teacher relationship quality and (b) academic performance across kindergarten. Results showed students who endorsed same-race preference as a cultural norm, and who were paired with a cross-race teacher, had less warm, supportive relationships with teachers than their peers.
IV-067 Effects of Orientation on Children’s Recognition of Letter and Number Patterns
K. Marinka Gadzichowski, George Mason University
Sarah E. O’Brien, George Mason University
Julie K. Kidd, George Mason University
Debbie A. Gallington, George Mason University
Robert Pasnak, George Mason University
First-graders viewed horizontal and vertical patterns of letters and numbers. The middle one was missing, and they were to identify it. Scores for horizontal letter patterns were double those for vertical letter patterns. Scores for vertical number patterns were triple those for horizontal number patterns. There were also interactions.
(Developmental - Education)

IV-068 Embodiment for Scientific Reasoning: Enhancing System Understanding Using a Mobile Interactive App
Margaret S. Chan, Columbia University
This study investigated the role of embodiment in enhancing scientific reasoning using an interactive learning app. Three manipulation conditions were compared. Direct-manipulation improves reasoning as evidenced in inference tasks whereas observed-manipulation contributes to recall. Findings suggest mirror neuron system activation and different effect of manipulation types on scientific concept acquisition
(Cognitive - Education)

IV-069 Engaged Students are Successful Students: Course Learning as a Predictor of Four-Year College Graduation
Brittany R. Myers, University of Illinois at Chicago
Karina Reyes, University of Illinois at Chicago
Sue Farruggia, University of Illinois at Chicago
Bette Bottoms, University of Illinois at Chicago
Patricia Inman, University of Illinois at Chicago
This study examines the longitudinal effect of course engagement on graduation in a diverse college freshman sample. Findings revealed that, after controlling for parent education, student ACT score, race, and employment status, students who were more engaged with course material were twice as likely to graduate in four years.
(General - Education)

IV-070 Examining the Effects of Teacher Immediacy and Student Note-taking on Cognitive Learning
Megan C. McKnight, Roanoke College
Amy Roberts, University of Virginia
Denise Friedman, Roanoke College
The positive impact of teacher immediacy on affective learning is clear, but the effect on cognitive learning is not. Note taking, however, has been linked to stronger cognitive performance. This study examined whether immediacy and note taking interact to effect cognitive learning. Results support this interaction. Implications will be discussed.
(Cognitive - Education)

IV-071 Examining the Role of Teacher Immediacy in Offsetting Cell Phone Interruptions
Denise R. Friedman, Roanoke College
Clarissa A. Dulaney, Roanoke College
Amelia J. Menezes, ajmenezes@mail.roanoke.edu
Lauren B. Schwarcz, Roanoke College
The true effect of teacher immediacy on cognitive learning has been debated (Titsworth, 2004). We examined whether immediacy’s effect may vary with context (presence/absence of interruptions). We hypothesized immediacy would offset the effects of cell phone interruptions (CPI) on retention. Our hypothesis was supported. Implications for teachers will be discussed.

(Cognitive - Education)

IV-072 Testing Influences Attention and Processing of Misleading Information
Leamarie T. Gordon, Tufts University
Ayanna K. Thomas, Tufts University
John B. Bulevich, Richard Stockton College
Taking a test prior to receiving misleading information enhances misinformation susceptibility (Chan, Thomas, & Bulevich, 2009). We proposed that initial testing leads participants to differentially allocate attention during post-event learning. We found support for this hypothesis by collecting reading-time data during post-event processing, and manipulating the presence of initial retrieval.

(Cognitive - Other)

IV-073 A Behavioral Observational Measure to Gauge Treatment Response in Adults with Autism
Caitlin M. Conner, Virginia Tech
Brenna B. Maddox, Virginia Tech
Saray Bonete, University of Granada
Angela Scarpa, Virginia Tech
Susan W. White, Virginia Tech
The utility and sensitivity of a novel, observation-based treatment outcome measure for adults with Autism Spectrum Disorder (ASD) was assessed. Four of five participants improved, compared to pre-treatment scores, in conversational involvement, two initiated more topic changes, and one asked more questions.

(Clinical - Other)

IV-074 A Helpful Cue: Experiencing “Elevation” Increases the Desire to Volunteer Among the Insecurely Attached
Nicholas M. Moore, Widener University
Jordan D. Troisi, Widener University
Sarah C. Nicksa, Widener University
Perhaps because they are concerned with others’ acceptance, previous research has found that those who are insecurely attached are less helpful. However, this research found that viewing a helpful act between friends (i.e., eliciting the emotion of “elevation”) can increase such individuals’ desire to help (i.e., volunteer).

(Social - Other)

IV-075 A Meaty Matter: Pet Diet and the Vegetarian’s Dilemma
Hank Rothgerber, Bellarmine University
This research introduced the vegetarian’s dilemma, the conflict between feeding one's pet an animal-based diet that may be perceived as best promoting their well-being with concerns over animal welfare threatened by such diets. Among a large sample of non-meat-eaters, vegans and ethical meat abstainers were most sensitive to this dilemma.

(Social - Other)

IV-076 A Model of Psychological Mechanisms Mediating Leisure to Subjective Well-Being
David Newman, College of William & Mary
Louis Tay, Purdue University
Ed Diener, University of Illinois at Urbana-Champaign and The Gallup Organization
The relationship between leisure and subjective well-being (SWB) is unclear due to different definitions and proposed conceptual mechanisms of leisure. We propose a comprehensive theoretical model defining leisure subjectively and structurally, integrating a bottom-up approach, and linking leisure to SWB via five psychological mechanisms: detachment-recovery, autonomy, mastery, meaning, and affiliation.

**IV-077** A parametric study of auditory event-related potentials recorded from cortex of CBA/CaJ mice

Sandra L. McFadden, Western Illinois University
Elizabeth Kiebel, Western Illinois University

Previous studies have recorded auditory event-related potentials (ERPs) from mouse cortex, but most used suboptimal stimuli for mice (e.g., 3 kHz tones). We recorded from chronic cortex electrodes in young CBA/CaJ mice (both conscious and anesthetized) while varying stimulus frequency, level, and rate, to determine optimal parameters for eliciting ERPs.

**IV-078** A Social Cognitive Account of the Search for Meaning in Life

Anna R.K. Vazeou-Nieuwenhuis, University of Pittsburgh
Edward Orehek, University of Pittsburgh

We tested the prediction that abstract (vs. concrete) processing would lead to increased search for meaning in life and found evidence to support this across multiple experiments.

**IV-079** Achieving Work-life Balance through Time Away from Technology: The Impact of Goal-setting

Sara R. Dorrance, Roanoke College
Denise Friedman, Roanoke College

Technology is a constant source of distraction for students, interfering with productivity and increasing stress. Students took time away from technology each day for two weeks. One group set goals for their time away and one did not. Goal setters experienced greater reduction in work-life balance conflict than controls.

**IV-080** Attachment Theory and Abusive Supervision

Colette Hoption, Seattle University

The relationships between attachment dimensions and the experience of abusive supervision were examined. Regression analyses revealed that openness to others and identification with preoccupied attachment style predicted the experience of abusive supervision; affect-based trust moderated both relationships such that at low levels of affect-based trust, the relationships were positive.

**IV-081** Backward Magical Contagion Effects in the United States

Christopher W. Dunn, University of Pennsylvania
Paul Rozin, University of Pennsylvania

Backward contagion describes instances in which individuals express discomfort over former possessions falling into the hands of another recipient. Backward contagion features commonly among cultures endorsing “voodoo” beliefs, but has been shown to also exist in the US. This study examines backward contagion among US subjects through three experimental surveys.

**IV-082** Counterdependency: Development and Validation of a New Self-Report Measure

Trisha Balbert, Adelphi University
The construct of counterdependency (denial of dependent feelings, attitudes, and urges) has important implications for personality, social, and health psychology, but to date no psychometrically sound measures of counterdependency exist. This poster describes the development and preliminary validation of a 25-item measure of counterdependency, the Social Styles Scale.

(Personality/Emotion - Personality)

IV-083 Cyber and Traditional Bullying: Examining Possible Common Correlates.
Nafiska Antoniadou, Democritus University of Thrace
Constantinos M. Kokkinos, Democritus University of Thrace
This correlational study investigates possible individual differences associated with cyber-bullying/victimization, school bullying/victimization among Greek youth, and examines their relative contribution in predicting bullying and victimization engagement. Although cyber and school bullies were likely to be the same students, cyber-victims differed from school victims in terms of their characteristics and age group.
(Developmental - Personality)

IV-084 Development and Initial Validation of the Revised Self-Handicapping Measure
Tara McNeil, DePauw University
Laura Kooiman, DePauw University
Merideth Adler, DePauw University
We created a scale to measure self-handicapping. Items were chosen using rational scale development, reliability analysis, and factor analysis. The Revised Self-Handicapping Measure (α = 0.89) assesses self-handicapping by three components: task avoidance, social sensitivity to evaluation, and self-doubt. Convergent validity with established measures and Five Factor Model are reported.
(Personality/Emotion - Personality)

IV-085 Development and Validation of a Flow Scale using the International Personality Item Pool (IPIP)
Patrick Ledwidge, DePauw University
Mary Lear, DePauw University
Caroline Hall, DePauw University
Scott R. Ross, DePauw University
Two studies were conducted to develop and validate a Flow scale from the International Personality Item Pool. In Study 1 (N = 221 students), five reliable subscales were developed. Study 2 (N = 101 students) cross-validated the reliabilities of the subscales and validated the scale using convergent and criterion measures of Flow.
(Personality/Emotion - Personality)

IV-086 Development and Validation of a Motivation to Gossip Scale
Kimberly Klee, DePauw University
Anna McKown, DePauw University
Maria Matova, DePauw University
Scott R. Ross, DePauw University
We conducted two studies to develop a reliable and valid scale on the different motivations to gossip. In Study 1, we tested the reliability of the six subscales: bonding, influence, entertainment, vindictive, coping, and information. In Study 2, we tested the validity of the scale using criterion measures of gossip.
(Personality/Emotion - Personality)

IV-087 Do the Rich Get Richer? How Extroversion and Self-Esteem Predict Facebook Behavior
Jessiqua E. Claffey, Framingham State University  
Cynthia A. Prehar, Framingham State University  
In an attempt to expand upon the rich-get-richer hypothesis, the current study measured the combined impact of extroversion and self-esteem on Facebook behavior. One hundred and sixty undergraduate participants completed self-reported measures of personality and Facebook use. In support of the hypothesis, extroversion was a moderate predictor of online sociability.  
(Personality/Emotion - Personality)  

IV-088 Do You Know How You Cope? Personality, Leisure Choices, and Coping Strategies  
Marissa Goyden, Le Moyne College  
Brenda J. Kirby, Le Moyne College  
We examined how personality affects coping and leisure choices, beliefs about those choices, and actual strategies used with a focus on developing personality-targeted interventions for stress coping. Situational context is important and claims of coping choices do not match actual coping strategies. Greater awareness may lead to better situation-specific choices.  
(Personality/Emotion - Personality)  

IV-089 Doubting Your Doubt To Produce Confidence  
Josh A. Moncrief, Western Kentucky University  
Aaron Wichman, Western Kentucky University  
Pablo Briñol, Autonomous University of Madrid  
When people are exposed to doubt, it affects their behavior, thoughts, and feelings. Exposure to two sources of doubt sequentially can produce decreased levels of uncertainty. Does this double doubt induction allow people to “doubt their doubt?” Results help to further the understanding of self-doubt and offer clinical applications.  
(Social - Personality)  

IV-090 Effortful Control Predicts Individual Differences in Cardiac Vagal Regulation  
Derek P. Spangler, Virginia Polytechnic Institute & State University  
Ned Cauley, Virginia Polytechnic Institute & State University  
Bruce H. Friedman, Virginia Polytechnic Institute & State University  
High levels of effortful control (EC) were expected to relate to increased vagal regulation of heart period (HP) following challenge. Undergraduates prepared a speech while HP and heart rate variability were collected. Contrary to prediction, results suggest that high EC is related to lower vagal control of HP.  
(Biological/Neuroscience - Personality)  

IV-091 Emotional Face Discrimination Tasks Implicate Feedforward Sensitivity Changes in Cognitive Avoidant Individuals  
Michael F. Wesner, Lakehead University, Canada  
Rupert Klein, Lakehead University, Canada  
Emily Young, Lakehead University, Canada  
Alyssa Cacciatore, Lakehead University, Canada  
We investigated whether cognitive avoidance, as measured by the Mainz Coping Inventory, is based on low-end sensory dysregulations, or what is currently believed to be conscious, deliberative high-end operations. Psychophysical methodology using an emotional facial discrimination task revealed near-subliminal effects for avoidant individuals indicative of bottom-up processing changes.  
(Cognitive - Personality)  

IV-092 Word Segmentation Without Statistics  
Hao Wang, University of Southern California
Toben Mintz, University of Southern California
Prior investigations differ about the informativeness of transitional probabilities for infants learning to
segment words in English. We show that infants would segment successfully by assuming that each syllable
is a word, ignoring transitional probabilities. These results could guide further research to understand how
infants learn language-specific word segmentation strategies.
(Cognitive - Language)

IV-093 Advantages of Intrahemispheric and Interhemispheric Processing in Simple and Complex Reading
Tasks Using Event-Related Potentials (ERPs)
Hiroko Sotozaki, Department of Psychology Western Illinois University
Dugan P. O'Connor, Department of Psychology Western Illinois University
Thomas J. Lisy, Department of Psychology Western Illinois University
Kearston C. Barwegen, Western Illinois University
Jonathan B. Milligan, Department of Psychology Western Illinois University
Masu Omura, Department of Psychology Western Illinois University
Elizabeth M. Kiebel, Department of Psychology Western Illinois University
Sandra L. McFadden, Department of Psychology Western Illinois University
This ERP study investigated the advantage of intra and interhemispheric processing in reading. Our
behavioral study demonstrated that intrahemispheric processing was advantageous in simple tasks,
whereas interhemispheric processing was advantageous in complex tasks. It suggests that the cerebral
hemispheres switch information processing strategies to enhance efficiency depending on task complexity.
(Cognitive - Language)

IV-094 Aging and the Statistical Learning of Grammatical Form Classes
Jessica F. Schwab, Georgetown University
Kathryn D. Schuler, Georgetown University
Chelsea M. Stillman, Georgetown University
James H. Howard, The Catholic University of America, Georgetown University, Georgetown University
Medical Center
Elissa L. Newport, Georgetown University Medical Center
Darlene V. Howard, Georgetown University
The present study examined the effect of aging on the learning of grammatical form class categories.
Results indicated that with only brief exposure, both young and older adults learned the form classes of an
artificial language, but there were significant age differences favoring the young.
(Cognitive - Language)

IV-095 Automated Verbal Behavior Analysis Using Amplitude Thresholds
Steve R. Howell, Keystone College
Lee Shaker, Portland State University
Christopher Karpowitz, Brigham Young University
Tali Mendelberg, Princeton University
We present a novel methodology and software tool for recording small group interactions, such as during
deliberation or discussion, and automatically processing the resulting audio recordings using amplitude
thresholds. The software provides statistics on individual speaker and whole-group verbal behaviors. We
discuss data from a large study using this technique.
(Methodology - Language)

IV-096 Bilingualism and Spatial Cognition
Monica Gonzalez-Marquez, Cornell University
Raymond Becker, Bielefeld University
Language and space have been studied broadly. One factor largely ignored is that most people are nominally bilingual. We investigated how bilingualism may affect spatial cognition. We found that in some case the gender differences in spatial processing were reversed, and that related processes such as time, were also affected.

(Cognitive - Language)

**IV-097 Broadcast TV Ads are a Source of Mental and Emotional State Verb Input to Children**

Julia F. Heberle, Albright College
Keyairrah Jones, Albright College
Chloe Stratton, Albright College

90 TV advertisements were coded for mental/emotional state verbs, to determine a source of input for young children’s acquisition of the verb “trust”. Our results indicate that advertisements are a rich source of mental state verbs, in particular the verb “trust”, in comparison to parent speech, children’s TV programming, and children’s books.

(Developmental - Language)

**IV-098 Can Metaphorical Leaps Be Bodiless? The Effect of Interference on Embodied Metaphor**

Dawn G. Blasko, Pennsylvania State University, Erie
Victoria A. Kazmerski, Pennsylvania State University, Erie
Christie Leslie, Pennsylvania State University, Erie
Kayleigh Adamson, Pennsylvania State University, Erie
Ashley Kerr, Pennsylvania State University, Erie
Bryan Fleeson, Pennsylvania State University, Erie
Alicia McAllister, Pennsylvania State University, Erie

Many metaphors have conceptual roots that are perceptually embodied (e.g., the rejection letter was a slap) but little is known about how this influences on-line understanding. In the current study, we examined whether activation of the same perceptual domain during comprehension interfered with comprehension.

(Cognitive - Language)

**IV-099 Can Vocal Emotion Account for Speech Clarity in Infant Directed Speech?**

Qiong Wu, Virginia Tech
Nora Hansen, Pacific Lutheran University
Robin Panneton, Virginia Tech
Christine Moon, Pacific Lutheran University

Why would maternal vocalizations be more variable (rather than less) to infants? One explanation relates to vocal emotion in affecting F1/F2 properties in speech. This preliminary study explored how vowel space and F1/F2 relations are influenced by positive and negative speech in adult females.

(Developmental - Language)

**IV-100 Constraining Models of Past Tense Verb Production: A Megastudy Approach**

Emily R. Cohen-Shikora, Washington University in St Louis
David A. Balota, Washington University in St Louis

We report a past tense verb conjugation megastudy (over 2000 words) that examines the influence of word frequency, age of acquisition, consistency, imageability, and emotion on speeded past (from present) tense verb conjugation. Regression techniques are used to predict performance, and comparisons are made to lexical decision and naming tasks with the same stimuli.

(Cognitive - Language)

**IV-101 Parenting in Denmark and the US: “En god barndom,” the Good Childhood**

Lindsay A. Zajac, Bucknell University
Native-born mothers in the US and Denmark were surveyed and interviewed on their parenting behaviors and attitudes. Consistent with their en god barndom philosophy (the good childhood), Danish mothers discipline children less and grant more autonomy than American mothers do.

(Developmental - Cross-Cultural or Ethnic Studies)

"It goes from father to son": How poverty shapes our cognition of complex systems
Izabel C. Duarte Olson, Northwestern University
This study uses mixed methods to understand how people living in favelas—low-income Brazilian communities typified by their density and crime—understand the complex phenomena of inequality, and whether living in a favela leads to the adoption of an ontological framework suitable to thinking about complexity.
(Cognitive - Cross-Cultural or Ethnic Studies)

A Cross-Cultural Investigation of Daoist Big Five and Water-Like Personality Styles
Krystal Chen, University of Toledo
Sydney Chen, University of Toledo
Yueh-Ting Lee, University of Toledo
This study examined American and Chinese students’ evaluations of behaviors and personality styles on the Daoist Big Five dimensions: altruism, modesty, flexibility, honesty and Gentleness & Perseverance. Results indicated a main effect of dimensions and an interaction between dimensions and cultures.
(Social - Cross-Cultural or Ethnic Studies)

A cross-cultural investigation of Maximizing-Satisficing effects on well-Being.
Arne Roets, Ghent University
Barry Schwartz, Swarthmore College
Yanjun Guan, Renmin University of China
The present research investigated the interaction between individual coping with choice and society on well-being. In societies where choice is abundant (i.e., US and Western-Europe), maximizers reported lower well-being than satisficers, and this difference was mediated by experienced regret. In the non-western society (i.e., China), maximizing was unrelated to well-being.
(Social - Cross-Cultural or Ethnic Studies)

A Cultural Comparison of Creativity: A Four Country Study
Smit Shah, University of North Florida
Junior Badibanga, University of North Florida
Alexandra Foust, Vanderbilt University
Christoph D. Guess, University of North Florida
Creativity has rarely been studied across cultures. Creativity data was collected using the Abbreviated Torrance Test for Adults (Goff & Torrance, 2002) in the U.S., India, Guatemala, and South Africa. Results show significant differences in the overall creativity index scores and the four main creative abilities among the four countries.
(Social - Cross-Cultural or Ethnic Studies)

A Moderated Mediational Model of Educational Channeling, Internalized Stereotyping, and Expectation Fulfillment on Major Satisfaction among Asian American College Students of Traditional and Non-Traditional Majors
Frances C. Shen, University of Illinois Springfield
Among 229 Asian American college students, multiple moderated mediation models using bootstrap analysis demonstrated that higher internalized stereotyping mediated the impact of educational channeling on lower major satisfaction for non-traditional majors, and higher expectation fulfillment mediated the impact of educational channeling on greater major satisfaction for traditional majors.

(Clinical - Cross-Cultural or Ethnic Studies)

IV-107 Academic Achievement: Its Relationship to Motivation among College Students from Two Cultures
Shaheen S. Munir, Wartburg College
The relationships of academic achievement and motivation among American and Indian males and females were examined. Academic achievement related to intrinsic motivation in American females and Indian males and to extrinsic motivation among males. Results have implications for the role of culture and gender on achievement.

(Developmental - Cross-Cultural or Ethnic Studies)

IV-108 Acculturation, Social Mobility and Latino Health: A growth mixture modeling application.
Patricia Rodríguez Espinosa, University of New Mexico
Felipe González Castro, University of El Paso, Texas
Steven Patrick Verney, University of New Mexico
Latino health is intimately tied to the process of acculturation. We investigated social mobility in relation to acculturative change into mainstream culture. Growth mixture modeling identified four lifetime trajectories involving traditionalism and nativity to examine depression and resilience. Acculturation change over time influences socioeconomic status and health later in life.

(Clinical - Cross-Cultural or Ethnic Studies)

IV-109 Acculturative predictors of bicultural Mexican Americans' response styles in English and Spanish
Aleksandr A. Tikhonov, California State University, Northridge
John Howell, California State University, Northridge
Nancy Downey, California State University, Northridge
Que-Lam Huynh, California State University, Northridge
Angela-MinhTu D. Nguyen, California State University, Fullerton
We examined the response styles of bicultural Mexican Americans, some of whom were monolinguals and some of whom were bilinguals. We focused on their tendency to acquiesce and whether this response style is predicted by Mexican and mainstream American cultural orientations, separately in English and in Spanish.

(Social - Cross-Cultural or Ethnic Studies)

IV-110 Adult Prospective Memory and Executive Functions Performance: A Cross-Cultural Comparison of Chinese and Canadian College Students
Julie Chang, University of British Columbia
Raymond C.K. Chan, Institute of Psychology, Chinese Academy of Sciences
Associations between prospective memory abilities and cultural differences were examined. Objective prospective memory performance showed significant cross-cultural differences despite no similar pattern in working memory or self-reports. Findings are discussed in terms of cultural influences in cognition and potential subjective variables.

(Cognitive - Cross-Cultural or Ethnic Studies)

IV-111 Differences in Perceptions of Why Stalking Occurs as a Function of Age
Sarah M. Bish, Arkansas State University
Stephanie Cook, Arkansas State University
Brenesha Hardimon, Arkansas State University
Corey M. Green, Arkansas State University
Karen L. Yanowitz, Arkansas State University
Jennifer L. Yanowitz, Utica College

This research examined developmental differences in beliefs about what causes one person to stalk another. Adolescent and adult participants were asked to describe a typical stalking situation. Results revealed more adolescents generated narratives describing retaliation/anger than adults. Adults were more likely to generate narratives describing a romantic break-up than adolescents.

(Developmental - Adolescent)

IV-112 Addressing internalizing and externalizing behaviors that co-occur with attention deficit hyperactivity disorder (ADHD) in an educational setting.
Ellis I. Barowsky, Manhattanville College
Vance Austin, Manhattanville College
Micheline Malow, Manhattanville College
Nikki Josephs, Manhattanville College

Abstract: IDEA 2004 addresses 13 disability categories under which an individual is entitled to special education. Records for adolescents with Attention Deficit Hyperactivity Disorder (ADHD) revealed co-occurrence of from 1-6 additional areas of dysregulation. A case for addressing dimensional assessment is made as categorical placement often misses targets for behavioral intervention.

(Clinical - Adolescent)

IV-113 Adolescent Motherhood and Offspring Antisocial Behavior: A Propensity Score Weighting Approach
Luciana B. Strait, Kings College London
Caitlin M. Lombardi, Applied Developmental and Educational Psychology, Lynch School of Education, Boston College
Sara R. Jaffee, Department of Psychology, University of Pennsylvania

In order to determine whether the effect of teen motherhood on offspring antisocial behavior reflects social causation or social selection propensity score weights were applied. Offspring of teen mothers showed higher levels of antisocial behavior than offspring born to older mothers, these results were replicated once weights were applied.

(Developmental - Adolescent)

IV-114 Adolescent Peer Victimization and Emotion Regulation: The Moderating Role of Forgiveness
Jeanette M. Walters, Virginia Tech
Julee P. Farley, Virginia Tech
Chris Holmes, Virginia Tech
Greg Longo, Virginia Tech
Jungmeen Kim-Spoon, Virginia Tech

It was hypothesized that high levels of forgiveness would protect against the adverse effects of peer victimization on adolescent emotion regulation. The significant interaction of peer victimization indicates that adolescents who are more forgiving were less likely to display the emotional dysregulation normally associated with being victimized by peers.

(Developmental - Adolescent)

IV-115 Adolescent Technology Use and Substance Use
Jessica Schulz, University of Delaware
Christine M. Ohannessian, University of Delaware

This study examined the relationship between adolescent technology use and substance use. Results indicated technology (emailing and texting) that could allow for peer influence is related to increased
substance use, whereas technology (watching television) that does not allow for peer influence is related to less substance use.

(Developmental - Adolescent)

IV-116 Adolescents Show Unpacking and Base-rate Neglect Effects in Risk Estimation?
Valerie F. Reyna, Cornell University
Emily A. Lopes, Cornell University
Anna Zhu, Cornell University
Margaret W. Gichane, Cornell University
Rachel S. Lacks, Cornell University
Evan A. Wilhelms, Cornell University
Rebecca Derven, Cornell University

In a study testing predictions of fuzzy trace theory, adolescents answered questions that assess four types of reasoning errors: knowledge, representation, retrieval, and processing. Similar to experts, adolescents displayed processing errors such as base rate neglect, as well as retrieval errors such as unpacking effects.

(Cognitive - Adolescent)

IV-117 African-American and Latino Adolescents' Delinquent Behaviors: Father and Youth Perceptions
Eneyew Girma, California State University Northridge
Dani Yomtov, California State University, Northridge
Scott Plunkett, California State University, Northridge

Using data from 456 African-American and Latino adolescents and their fathers, SEM found that fathers' illegal activities and aggression, perceived paternal monitoring, and friends delinquent behaviors were related to adolescents' delinquent behavior. Also, fathers’ monitoring was related to friends’ delinquent behaviors. Differences between ethnic groups and implications will be presented.

(General - Adolescent)

IV-118 Because I Said So: The Effects of Perceived Parental Expectations on Female Adolescent's Development of Purpose
Amanda F. Frederick, Boston College
Kellie M. Harvey, Boston College

This study examines the relationship between adolescents’ sense of purpose and perceptions of parental expectations. Data was gathered from a larger longitudinal mixed-methods study. Results support the hypothesis that there is a positive correlation between adolescents’ drive towards achieving ones purpose and the perception of parents having more external expectations.

(Developmental - Adolescent)

IV-119 Brokerage within Adolescent Sociometric Groups: Controversial Status Brokers At-Risk for Negative Outcomes
Sarah Borowski, College of William & Mary
Janice Zeman, College of William & Mary
Inga Carboni, College of William & Mary
Richard Gilman, Cincinnati Children's Hospital Medical Center

The current study compared psychological outcomes of broker and non-broker high school adolescents within popular, controversial, and average sociometric classifications. Results suggest that occupying a broker position has different implications for adolescents’ psychological outcomes depending on peer status. Specifically, controversial status brokers may be at increased risk for negative outcomes.

(Developmental - Adolescent)
IV-120 CULTURAL VALUES MEDIATE THE EFFECT OF PARENTING STYLES ON MEXICAN AMERICAN ADOLESCENTS’ PROSOCIAL BEHAVIORS
Alexandra N. Davis, University of Missouri
Gustavo Carlo, University of Missouri
George P. Knight, Arizona State University
Cara Streit, University of Missouri
This study examined the relations among supportive and strict parenting, traditional Mexican American culture values (respect, traditional gender roles), and Mexican American early adolescents’ prosocial tendencies. Discussion focuses on the significance of parenting and culture for Mexican American adolescents’ prosocial behaviors, and differential relations between these values and prosocial tendencies. (Developmental - Adolescent)

IV-121 Children’s Feelings About Their Incarcerated Mother
Danielle H. Dallaire, College of William & Mary
Janice L. Zeman, The College of William & Mary
Sarah Hancock, The College of William & Mary
Ari Romano-Verthelyi, The College of William & Mary
The current study examines the emotions children feel when they think about their incarcerated mother. Results show that children’s reports of greater negative emotions is associated with mothers’ reports of children witnessing their arrest and greater frequency of mail and phone contact during incarceration. Policy implications and recommendations are discussed. (Developmental - Criminal Justice)

IV-122 Early adversity predicts adult physical health among females in the juvenile justice system
Rupa Jose, University of California, Irvine
Candice L. Odgers, Duke University
Childhood experiences of adversity and physical health outcomes were examined for girls sentenced to state custody during a 14 month period. Reports of early adversity and physical health problems were the norm, with evidence that childhood adversity predicted physical health years later, during the transition to adulthood. (General - Criminal Justice)

IV-123 Educating Jurors about Eyewitness Evidence
Ryan Murphy, The Catholic University of America
Martin Safer, The Catholic University of America
Richard Wise, University of North Dakota
Brett Holfeld, University of North Dakota
The Interview-Identification-Eyewitness (I-I-Eye) teaching aid directs jurors to consider systems variables as well as estimator variables in evaluating eyewitness evidence compared to controls, participants who read the I-I-Eye aid demonstrated greater sensitivity to eyewitness evidence by rendering more guilty verdicts in a strong versus a weak case. (General - Criminal Justice)

IV-124 Music as a model of dyadic behaviors for those from non-continuously intact homes
Chrysalis L. Wright, University of Central Florida
Christine Deeter, University of Central Florida
Sarah Dierking, University of Central Florida
We examined how music serves as a model for intimate relationships for those from non-continuously intact families by assessing participants from two universities. Those from non-continuously intact homes
reported risky sexual behaviors compared to those from intact homes. Lyrical content in music was able to partially explain these behaviors.
(General - Sexuality/Sexual Behavior)

IV-125 Exploring Reasons for Gender Differences in Judgments of Violent Acts
Deborah F. Thoben, Criminological Research Institute of Lower Saxony, Germany
Jens H. Hellmann, University of Muenster, Germany
We investigated causes for the effect that women judge violent acts less leniently than men. The present results indicate that women base their judgments on how they attribute the perpetrator’s crime motives as well as his likeability, whereas men mainly consider subjective similarity with the perpetrator and perceived responsibility.
(Social - Criminal Justice)

IV-126 Eye Witness Accuracy and Confidence - It's about the Guns
Jessica M. Singer, Tennessee Technological University
The current study found that people viewing a simulated crime with a gun reported greater confidence about their identification but were not accurate in identification of perpetrators. Participants were significantly more accurate identifying perpetrators with guns in lineups as well as accurately choosing when he was not present in lineups.
(Cognitive - Criminal Justice)

IV-127 Lies, Damn Lies, and Confessions: Interrogation Practice and Jury Decision-Making
Brenda J. Kirby, Le Moyne College
Marissa Goyden, Le Moyne College
Carrier Jessen, Le Moyne College
James MacArthur, Le Moyne College
Interrogation techniques used during criminal investigations include psychologically coercive tactics like lying. We explored whether knowledge of lying during interrogation affected use of a confession. Most juries with a confession given after police lied about a witness mentioned it as a reason to acquit and evidence of poor police work.
(Social - Criminal Justice)

IV-128 Offender apology moderates just deserts effects on prison sentence recommendations
Alex Woody, Old Dominion University
Valerian J. Derlega, Old Dominion University
Participants read a vignette detailing an HIV non-disclosure law violation where just deserts (crime severity and circumstances), deterrence (detectability and publicity), and presence of an offender apology were manipulated and recommended a punishment. Presence of an apology moderated the effect of just deserts on recommended prison sentence.
(Social - Criminal Justice)

IV-129 Problematic Substance Use Symptom Cluster Predicts Poor Drug Court Outcomes
Warren A. Reich, Center for Court Innovation
Sarah Picard Fritsche, Center for Court Innovation
Erin Farley, Center for Court Innovation
Drug courts succeed when offenders’ criminogenic risks are accurately assessed for optimal treatment planning. HICLAS analysis identified a cluster of items, Problematic Substance Use (PSU), from two risk assessment tools for 79 New York City drug court participants. PSU predicted poorer outcomes including jail time, warrants, program non-attendance, and sanctions.
IV-130 The Influence of Biased Instructions on Eyewitness Identification Memory
Sara M. Banco, California State University, Monterey Bay
Jill A. Yamashita, California State University, Monterey Bay
This study assessed the influence of line-up administrator instruction type on eyewitness identification accuracy and confidence. Participants viewed a videotaped non-violent purse theft and received either biased or neutral instructions during the lineup identification task. Statistical analyses revealed no significant differences between instructional type in participant accuracy or confidence.

IV-131 Using Chat Utterances to Predict Child or Sexual Offender
Mitchell Kajzer, University of Notre Dame
Charles R. Crowell, University of Notre Dame
Michael A. Villano, University of Notre Dame
Julaine Zenk, University of Notre Dame
Jamie Sergerson, University of Notre Dame
This research analyzed Internet chat of sexual offenders communicating with people they assumed were children. Significant differences were found between the text-based chat communications of the pseudo-children and offenders. These differences enabled researchers to predict pseudo-children with 95% accuracy and offenders with 97% accuracy.

IV-132 Using Lineup Procedures to Influence Cross-Race Identification Accuracy in Adults
Lisa Pascal, University of Windsor
Alan Scoboria, University of Windsor
Lineup procedures (simultaneous, sequential, and elimination) were used to determine if the cross-race effect could be moderated. Participants watched a video and were asked to identify the culprit in a target-present or -absent lineup. Results show different identification rates depending on the culprit’s race and type of lineup.

IV-133 Video Image Size and Defendant Emotion Alter Perceptions of a Defendant
Wendy P. Heath, Rider University
Bruce D. Grannemann, University of Texas-Southwestern Medical Center Department of Psychiatry
Video size (small/large), defendant emotion level (low/moderate), defendant/victim relationship (spouse/stranger), and evidence strength (weak/strong) were manipulated to determine their effects on decisions. Participants read case/trial summaries, watched defendant testimony, and answered questions. Video size generally affected trial outcome variables, while defendant emotion level generally affected evaluations of the defendant’s character.

IV-134 Effects of Parental and Child ADHD on Child Functioning
Hilary I. Corbett, University of California, Los Angeles
Meghan E. McKenzie, University of California, Los Angeles
Steve S. Lee, University of California, Los Angeles
This study assessed the impact of parental and child ADHD on child outcomes (i.e., academic achievement, social and global functioning). Children with ADHD demonstrated impaired global functioning and social skills compared to non-ADHD children, regardless of parent ADHD. No significant differences were detected between the shared parent-child ADHD group.
IV-135 Effects of repeated retrieval in young children’s memory
Chie Hotta, Kansai University of Welfare Science
Hidetsugu Tajika, Kobe Shinwa Women’s University
Nobuko Hanasaki, Sakai Akatsuki Welfare Institute
Ikuko Hotta, Women’s consultation center
Testing has a powerful effect on long-term retention. So, we examined whether the retrieval practice during learning for young children in 4 to 6 years old could lead to retention after a few hours, compared to repeated hearing. The results showed powerful effect on the importance of retrieval for learning.

(Developmental - Child)

IV-136 ERP Evidence for Reduced Threat Detection among Children with Elevated Generalized Anxiety Symptoms
Airey N.L. Lau, Yale University
Nina Shiffrin, Yale University
Julia Kim-Cohen, Yale University
Jia Wu, Yale University
Linda C. Mayes, Yale University
Michael J. Crowley, Yale University
We examined the P300 ERP response to threatening signals in children with high or low in GAD symptoms. Our results show that children with elevated GAD symptoms showed a smaller P300 response to threat, suggesting they may be less engaged with external stimulus processing, possibly worrying to cope with threat.

(Biological/Neuroscience - Child)

IV-137 Executive functioning, not inattention or hyperactivity/impulsivity, predicts academic achievement in ADHD preschoolers
Sarah Brenner, Cincinnati Children’s Hospital Medical Center
Abigail Webb, Cincinnati Children’s Hospital Medical Center
Monika Gaspar, Cincinnati Children’s Hospital Medical Center
Michael Smith, University of Cincinnati
James Peugh, Cincinnati Children’s Hospital Medical Center
Leanne Tamm, Cincinnati Children’s Hospital Medical Center
It has been shown in a non-clinical sample that inattention and executive functioning (EF) are associated with academic skills in typically-developing kindergarteners1. This study examined whether Attention-Deficit/Hyperactivity Disorder (ADHD) and EF predict academic achievement in young children diagnosed with ADHD. Results showed EF, but not ADHD ratings, predicted academic achievement.

(Clinical - Child)

IV-138 The Implications of Varied Training on Creating and Retrieving Mathematics Mental Models
Rebecca A. Boncoddo, University of Wisconsin
Jordan T. Thevenow-Harrison, University of Wisconsin
Charles W. Kalish, University of Wisconsin
Timothy T. Rogers, University of Wisconsin
Martha W. Alibali, University of Wisconsin
This study investigated how differing practice on a novel mathematics task affected learning. We identified differential effects on transfer across problem types (e.g., missing sum to missing addend) and transfer across quantities (familiar to novel problems). These data bear on hypotheses about the mental models people form when learning math.
IV-139 Expressions of callous behavior in preschoolers: Associations between observed and reported concern
Grace G. Berman, Northwestern University
Sara R. Nichols, Northwestern University Feinberg School of Medicine
Margaret Briggs-Gowan, University of Connecticut School of Medicine
Lauren S. Wakschlag, Northwestern University Feinberg School of Medicine
"Low Concern for Others" is posited to be a substrate of callous forms of early antisocial behavior. Results suggest that low concern in preschoolers can be identified and differentiated in mother’s report and validated through experimental tasks. Identifying low concern is important for early prediction and diagnosis of antisocial behavior.

IV-140 Factors that Influence Child Attachments to Security Blankets
Gabriel J. Ybarra, University of North Florida
Madhu Rai, St. Andrews College, Mumbai, India
Rachel E. Fernandez, University of North Florida
Emily R. Mazza, University of North Florida
Taylor A. Stevens, University of North Florida
Approximately 30% of children develop attachments to soft, inanimate objects such as “baby” blankets. This project explored contextual and cultural influences of blanket attachment development. Regression analysis found parental beliefs, child sleeping arrangements, and cultural and socioeconomic status to influence attachment development, with all p’s < .05.

IV-141 Father Involvement in Child Welfare
Stephanie K. Brewer, Loyola University Chicago
Anne K. Fuller, Loyola University Chicago
Michelle Busching, Loyola University Chicago
Scott C. Leon, Loyola University Chicago
There is a dearth of studies examining fathers’ involvement with children in foster care. In an effort to optimize the reliability of father involvement assessment, the present study used both case file reviews and caseworker interviews to obtain information on 105 children approximately 8-10 weeks after they entered care.

IV-142 Five-year-olds, not Four-year-olds, Trust Informants who Offer New Labels for Body Parts
Betty Luu, The University of Sydney
Marc de Rosnay, The University of Sydney
Paul L. Harris, Harvard Graduate School of Education
This study examined children’s selective trust in novel labellers of body parts. Findings showed that three-year-olds are sensitive to inaccuracy but are open to novel labels, four-year-olds privilege accuracy but distrust novel labellers, and five-year-olds are accepting of novel labellers but do not judge them to be “better” labellers.

IV-143 Generalized Anxiety and fear-potentiated startle in children: Evidence for atypical threat engagement
Amrita Ramakrishnan, Yale University- Yale Child Study Center
Generalized Anxiety Disorder (GAD) is characterized by worry and intolerance of uncertainty. Using an air puff threat startle paradigm, we examined time-dependent threat and safety cue processing among children with elevated GAD symptoms and comparison youth. We expected high GAD children would fail to differentially respond to safety vs. threat.

(Clinical - Child)