V-001 How Attachment and Similarity Mindsets Affect Empathy when Self-Other Distinction Is Required?
Henryk Bukowskix, University of Vienna
Giorgia Silani, Department of Applied Psychology: Health, Development, Enhancement and Intervention, Faculty of Psychology, University of Vienna, Austria
Claus Lamm, Social, Cognitive and Affective Neuroscience Unit, Department of Basic Psychological Research and Research Methods, Faculty of Psychology, University of Vienna, Vienna, Austria

This study investigated how priming of attachment and similarity mindsets influence empathy when self-other distinction is required. Results suggest that priming avoidant attachment reduced altercentric biases (i.e., less distracted by the other person’s affect) while priming a similarities focus reduced egocentric biases (i.e., less distracted by their own affect).

(Social Psychology, Personality/Emotion Psychology - Social Psychology)

V-002 How Distrust Mindsets Increase Mentalizing: The Case of Anthropomorphism
Pascal Burgmer, University of Cologne
Alexa Weiss, University of Cologne

Based on the idea that people who distrust will intensify mentalizing activities in order to increase predictability of their surroundings, seven studies (N = 1,674) explore whether
and how a distrustful mind might be more likely to anthropomorphize—that is, seeing minds where there actually are none.

(Social Psychology - Social Psychology)

V-003 How dominant is delivery over content in affecting perceived charisma? Findings from lab experiments
Avner Caspix, Open University of Israel
Ronit Bogler, Open University of Israel
Ofir Tzuman, Open University of Israel

We manipulated content and delivery to measure perceived charisma moment-by-moment. We found the dominance of delivery over content, explained in terms of asymmetry between rapid processing of delivery and slow processing of content. Delivery had immediate impact on perceived charisma even when attention was directed toward the content.

(Social Psychology, Cognitive Psychology - Social Psychology)

V-004 How to humanize a terrorist: The role of multiple categorisation
Naira Delgadox, Universidad de La Laguna
Alexandra Chas, Universidad de La Laguna
Laura Rodríguez-Gómez, Universidad de La Laguna
Paula Hernández-Reyes, Universidad de La Laguna
Ramón Rodríguez-Torres, Universidad de La Laguna

This contribution addresses the issue of reduction of dehumanisation towards an extremely negative group: terrorists. The study tested whether the combination of multiple categorisation and human identity represents the most optimal condition for reducing dehumanisation towards terrorists.

(Social Psychology - Social Psychology)

V-005 Humility Mutes Intergroup Bias in Competitive Decision-Making
Eddie M. W. Tongx, National University of Singapore
Kristy Lee, National University of Singapore
Lile Jia, National University of Singapore

This study examined whether humility reduces competitive tendencies in a resource-allocation task. Participants primed to feel a neutral state exhibited the classic
intergroup bias of being more competitive towards an outgroup member as compared to an ingroup member, but those primed to feel humility did not exhibit this effect.

(Social Psychology, Behavioral Economics - Social Psychology)

V-006 Identity Safety or Economic Reward? How Stigmatized and Non-Stigmatized People Choose Job Opportunities
Heidi E. Williams, Indiana University
Mary C Murphy, Indiana University

The present research employs two models of decision-making to examine the tradeoffs that stigmatized individuals might make when considering workplaces that suggest identity threat or identity safety. Consistent with identity threat theory, women were found to prefer identity-safe workplace environments to economic reward, whereas men preferred larger financial incentives.

(Social Psychology - Social Psychology)

V-007 Is Self-Efficacy More Important Than Interpersonal Trust in Predicting Virtual Work Adjustment in Indonesia?
Yunita Faela Nisa, State Islamic University Syarif Hidayatullah Jakarta
Umarudin Umarudin, State Islamic University Syarif Hidayatullah Jakarta

This study aims to analysis the effect of interpersonal trust and self-efficacy on virtual work adjustment. We use 201 Indonesian virtual workers (mean age=28 y) and a multiple regression analysis used to test our hypotheses. The result shows that self efficacy is more important than interpersonal trust in predicting virtual work adjustment in Indonesia.

(Industrial/Organizational Psychology - Social Psychology)

V-008 Is Social Psychology More Affected by Fraudulent Research Than Other Fields of Psychology?
Armin Günther, Leibniz Institute for Psychology Information (ZPID)

No secondary authors

After some spectacular cases of social psychologists accused to have faked their research the field of social psychology has been suspected to be especially affected by scientific misconduct. The poster presents data on article retractions due to misconduct (based on PsycINFO), that mainly contradicts this view on social psychology.
It doesn't hurt to ask: Question-asking increases interpersonal liking
Karen Huang, Harvard University
Mike Yeomans, Harvard University
Alison W Brooks, Harvard University
Julia Minson, Harvard University
Francesca Gino, Harvard University

Across three studies, we identify a robust relationship between question-asking and liking: people who ask more questions are better liked, and speed daters who ask more questions get more second dates. Asking a higher proportion of follow-up questions increases perceived responsiveness, which explains the causal effect of question-asking on liking.

Jealousy and Basic Need Satisfaction
Bülent Aykutoglu, Middle East Technical University
Ahmet Uysal, Middle East Technical University

The aim of the present study was to examine the relationship between jealousy and basic need satisfaction in romantic relationships with a diary study. Multilevel analyses indicated that although daily jealousy was positively associated with daily basic need satisfaction, it predicted lower need satisfaction on the following day.

A negative effect of age-related stereotype threat on implicit memory
Stéphanie CHANTOIN-MERLETx, CENTRE DE RECHERCHES SUR LA COGNITION ET L'APPRENTISSAGE (CeRCA) (CNRS, UMR 7295)
Sandrine KALENZAGA, CENTRE DE RECHERCHES SUR LA COGNITION ET L'APPRENTISSAGE (CeRCA) (CNRS, UMR 7295)
Pauline ORDONNEAU, CENTRE DE RECHERCHES SUR LA COGNITION ET L'APPRENTISSAGE (CeRCA) (CNRS, UMR 7295)
François RIGALLEAU, CENTRE DE RECHERCHES SUR LA COGNITION ET L'APPRENTISSAGE (CeRCA) (CNRS, UMR 7295)

Activation of aging negative stereotypes can impair explicit memory performances in older adults. However, previous research failed to report a significant stereotype threat
effect on implicit memory. Here, using the “Continuous Identification with Recognition” task (CID-R), we demonstrate, for the first time, that stereotype threat disrupts older adults’ implicit memory.

(Cognitive Psychology - Memory)

V-012 Does transcranial electrical stimulation during working memory training enhance cross-paradigm transfer effects?
Elizabeth M. Byrnex, MRC Cognition & Brain Sciences Unit; University of Cambridge
Michael Ewbank, MRC Cognition & Brain Science Unit
Joni Holmes, Medical Research Council, Cognition & Brain Science Unit, Cambridge, United Kingdom

Adaptive working memory (WM) training boosts performance on trained tasks, and also on untrained WM tasks but only when there is substantial overlap between the training and transfer tasks. This study investigates whether transcranial direct current stimulation enhances the transfer of WM training gains within and across WM paradigms.

(Cognitive Psychology, Neuroscience - Memory)

V-013 Effects of aerobic training on female students’ memory quotient According to time of test
Faezeh Aghayan kol kashanix, Refah University college
Amir Hossein Ashna, Refah University college
Zahra Majdi, Refah university college

Many studies have shown the beneficial effects of aerobic training on cognitive functions among which memory regarded as pivotal. Several studies have described the effect of time of the day on cognitive functions including memory. The purpose of this study was to investigate the effects of aerobic training on memory quotient in relation to diurnal variations.

(Cognitive Psychology, Cognitive Anthropology - Memory)

V-014 Effects of intention value on prospective memory
Clarisse Aichelburgx, University College London
Paul W Burgess, University College London
Sam J Gilbert, University College London
Prospective memory refers to our ability to execute delayed intentions. Here we investigate whether monetary value attached to an intention influences its likelihood of realization, and whether performance can be modulated through monetary and social framing as two potential motivational factors.

(Cognitive Psychology, Behavioral Economics - Memory)

V-015 Effects of Retrieval Intentionality and Retrieval Monitoring on Directly Retrieved Memories
Taisuke Moritax, Tokyo University of Science
No secondary authors

This study examined the effects of retrieval intentionality and retrieval monitoring on properties of memories that were directly retrieved by younger and older adults. The findings suggest that memories retrieved directly and involuntarily through monitoring have lower emotional intensity and importance than those that are retrieved directly and voluntarily.

(Cognitive Psychology - Memory)

V-016 False recognition in Temporal Lobe Epilepsy: Are associative illusions more likely in right temporal lobe?
Ruth Marrero-Abrante, Hospital Universitario de Canarias (HUC). Tenerife. Spain.
José Flores, Hospital Universitario Nuestra Señora de Candelaria (HUNSC). Tenerife. Spain.

The present study analyse the role played by the associative and categorical activation on the false memories of individuals with Temporal Lobe Epilepsy (TLE). Right-TLE patients showed a higher rate of false recognition than controls after studying associative lists, suggesting an important role of right temporal lobe in retrieval task.

(Cognitive Psychology, Neuroscience - Memory)

V-017 Haunted by the future: Remembering the past and imagining the future in severe health anxiety
Tine B. Gehrtx, Center on Autobiographical Memory Research, Aarhus University,
Denmark
Lisbeth Frosthom, The Research Clinic for Functional Disorders, Aarhus University Hospital, Denmark
Marie-Louise Obermann, Clinic for OCD and Anxiety Disorders, Aarhus University Hospital, Denmark
Dorthe Berntsen, Center on Autobiographical Memory Research, Aarhus University, Denmark

The study investigates characteristics of past and future events in patients diagnosed with severe health anxiety. The results demonstrate that patients report significantly more events related to themes of own death and illness which come to mind spontaneously than a control group, and this tendency is greatest for future events.

(Cognitive Psychology - Memory)

V-018 Investigating the Influence of Retrieval Cues on Involuntary Event Memory
Adam R Congletonx, Aarhus University
Dorthe Berntsen, Center on Autobiographical Memory Research, Aarhus University, Denmark

In this study, participants watched videos depicting first-person perspective views of various situations (e.g., walking through a house). They were later presented with visual, auditory, or combinatorial cues from the videos. The results indicate the important role of types of cues in modulating the frequency and quality of involuntary memories.

(Cognitive Psychology - Memory)

V-019 Long-Term Memory but Not Short-Term Memory Supports Repeated Visual Search
Margit Höflerx, University of Graz
Iain D. Gilchrist, University of Bristol
Anja Ischebeck, University of Graz
Christof Körner, University of Graz

We investigated whether short-term memory in addition to long-term memory supports visual search when the same display is searched many times. By analysing the participants’ eye movements we showed that participants mostly relied on long-term memory during repeated search whereas the influence of short-term memory was almost negligible.
V-020 Memory Perspective as a Function of Athletes’ Age and Time Since Event
Danielle Hemerkax, University of Maryland
Kristi S Multhaup, Davidson College

Former college athletes (N = 647, 22-89 yrs) rated one recent and one college athletic memory from 1 (seen from own eyes) to 7 (seen from an observer’s eyes). Ratings were higher for college than recent memories, but surprisingly age was negatively correlated with rating.

V-021 Distinct Kinematic Markers of Teaching and Joint Action Coordination: Production and Perception
Luke J. McEllinx, Central European University
Günther Knoblich, Central European University
Natalie Sebanz, Department of Cognitive Science, Central European University, Hungary

In a series of experiments, we investigate kinematic cues produced in teaching actions, and in joint actions. We find evidence that different, but overlapping kinematic cues are produced in teaching and joint action coordination.

V-022 Effects of task relevancy in the social context on cognitive control
Yumi Kimurax, Aichi Shukutoku University
Kazuhito Yoshizaki, Aichi Shukutoku University

The present study demonstrated that when partner’s task shared with a participant has high task relevancy with participant’s own task, visual selectivity inferred from congruency effect is modulated by the ratio of congruent trials for the partner assigned to no-go targets as well as by that for his/her own targets.

V-023 Efficiency in joint action: Do we make rational decisions when coordinating
Using a dyadic coordination game, we tested the hypothesis that people maximize joint efficiency when pursuing a joint goal. In line with our hypothesis, we found that people made the rational decision to minimize aggregate costs of goal achievement even at the expense of increasing their own individual costs.

(Cognitive Psychology - Cognitive Science)

Humans are attracted to paranormal and magical explanations of events, and whilst there is no scientific evidence to support these explanations, beliefs in the paranormal are endorsed by a substantial proportion of the general population. We investigated whether preexisting magical beliefs and cognitive biases lead to magical explanations of impossible events.

(Cognitive Psychology - Cognitive Science)

Adolescents with higher functioning autism spectrum disorders (HFASD) and typically developing participants read syntactically ambiguous and unambiguous sentences, then answered questions regarding the content. Results indicated the typically developing participants displayed patterns of reading often demonstrated while reading ambiguous sentences, whereas the HFASD participants were not influenced by syntactic ambiguity.

(Cognitive Psychology, Developmental Psychology - Cognitive Science)
V-026 Flexible Minds? The Relationship Between Adult Pretend Play and Executive Functions
Florian Boegner, University of Vienna
Gabriela Markova, University of Vienna

The relationship between adult pretend play and executive functions (EF) was examined in a pretend (actors, live action role players) and a control group. Results showed that the pretence group scored higher on working memory and inhibition tasks, suggesting that adult pretend play boosts EFs.

(Cognitive Psychology - Cognitive Science)

V-027 Free will/Determinism Beliefs in Turkey: Validation and Personal Correlates of FAD-plus Scale
Onurcan Yilmaz, Dogus University
Hasan G Bahçekapili, Dogus University
Mehmet Harma, Kadir Has University

We investigated free will beliefs in a Turkish sample. CFA showed that FAD-Plus provided good fit to the data. Belief in free will was positively correlated with just world belief and with religiosity. These findings indicate that FAD-Plus is reliable measure of free will beliefs in a predominantly Muslim culture.

(Social Psychology, Other - Cognitive Science)

V-028 From Expert Model to Novice Performance - How Experts Adapt to Novices in Joint Music Performance
Thomas Wolfx, Central European University, Budapest
Natalie Sebanz, Department of Cognitive Science, Central European University, Hungary
Günther Knoblich, Central European University

Given that novice pianists perform with a higher degree of variability than expert pianists, expert pianists must adjust their internal models to successfully predict a novice’s timing, especially in the context of teacher-learner interactions. Which aspects of a novice’s contribution enable them to do so?

(Cognitive Psychology - Cognitive Science)
V-029 Inflexible learning: a Cognitive or Behavioural Effect?
Nicola Byromx, Department of Psychology, Institute of Psychology, Psychiatry and Neurosciences, King’s College London
Rachel M Msetfi, Centre for Social Issues Research, Department of Psychology, University of Limerick, Republic of Ireland
Robin A Murphy, Department of Experimental Psychology, University of Oxford

Learning theories make little distinction between cognition and behaviour. The human Latent Inhibition (LI) literature is an example. Theoretical accounts disagree on whether the LI effect is cognitive or behavioural. Our experiments address this issue and suggest that LI may have more to do with behaviour than recent literature assumes.

(Cognitive Psychology - Cognitive Science)

V-030 Investing in Commitment: Evidence that the efforts invested by individual contributors to joint actions enhance their partners’ commitment
Marcell Szekelyx, Central European University, Budapest, Hungary
Natalie Sebanz, Department of Cognitive Science, Central European University, Hungary
Günther Knoblich, Central European University
Clement Letesson, Central European University, Budapest, Hungary
Stephen Butterfill, University of Warwick, Coventry CV4 7AL, UK
John Michael, University of Warwick, Coventry CV4 7AL, UK

Using a within-subjects-design experiment based upon a 2-player version of the classic snake game, we found evidence in support of the prediction that one individual’s sense of commitment to - and persistence in - a joint action can be enhanced by her/his partner’s investment of effort to the joint action.

(Cognitive Psychology - Cognitive Science)

V-031 Global-Local Processing Impacts Academic Risk Taking
Elvis W. S. Tanx, National University of Singapore
Stephen Wee Hun Lim, National University of Singapore
Emmanuel Manalo, Graduate School of Education, Kyoto University, Japan

Academic risk taking – the selection of school tasks with varying difficulty levels – affords important implications for educational outcomes. In two experiments, we established the influence of global versus local processing styles (i.e., seeing the forest versus seeing the trees) on students’ academic risk taking.
V-032 Emergence of tool innovation in individual and dyadic contexts: Comparing Turkish and New Zealand preschool children
Gokhan Gonul, Middle East Technical University, Cognitive Science Department
Annette Hohenberger, Middle East Technical University, Cognitive Science Department
Annette M. E. Henderson, The University of Auckland, School of Psychology
Michael Corballis, The University of Auckland, School of Psychology (Emeritus)

We studied cognitive and social-interactive processes implicated in tool making in Turkish and New-Zealand preschoolers. 5-6-year-old children have difficulties in spontaneous tool innovation. We show that tool-making is facilitated by dyadic interaction facilitates, with significant contributions also from hierarchical representation and divergent thinking abilities.

V-033 Exploring Teacher's Knowledge and Attitude of Cognitive Challenges in Children: A Case Study of Teachers in Public Schools
Bolajoko I. Malomo, University of Lagos

This study explored teacher’s knowledge and their attitude on children’s cognitive challenges. A pre- and post-test survey was administered to teachers before and after a 2-hour classroom lecture on cognitive challenges in children. Results reveal acquisition of knowledge after intervention. Teacher’s knowledge on cognition will aid children with learning challenges.

V-034 Eye contact affects object representation in 9-month-old infants
Yuko Okumura, NTT Communication Science Laboratories
Tessei Kobayashi, NTT Communication Science Laboratories
Shoji Itakura, Graduate School of Letters, Kyoto University

The present study investigated how eye contact affects 9-month-olds’ object representation. Direct eye contact markedly biased infants to represent object identity that is relevant for generalization at the expense of transient object location. Our findings elucidate the function of eye contact for infants’ object representation.
V-035 **Figuring Out What They Feel: The Role of Narrative Fiction in Understanding Others’ Mental States**

Hannah De Mulder, *Utrecht University*
Frank Hakemulder, *Utrecht University*
Fayette Klaassen, *Utrecht University*
Caroline Junge, *Utrecht University*
Herbert Hoijtink, *Utrecht University*
Jos J. A. van Berkum, *Utrecht Institute of Linguistics OTS, Utrecht University*

This study assessed the relationship between children’s mentalising ability and narrative fiction exposure (NFE) across media (written and visual) and gratification types (eudaimonic and hedonic). Although general NFE was not related to mentalising, eudaimonic NFE was positively related to mentalising and written NFE enhanced mentalising more than visual NFE.

V-036 **Gamma-oscillations and communicatively induced object representations in infants**

Wiebke Pätzold, *University of Hamburg*
Ulf Liszkowski, *University of Hamburg*

This EEG study focuses on object representation in infants following communicative acts. 10-months-old infants had increased activation in the gamma frequency band when (a) an object was occluded and (b) they saw an actor point to an occluded object. Findings reveal early object representation following referential communication.

V-037 **Infants’ success on false beliefs tasks: A test of domain-general accounts**

Luca Surian, *University of Trento, Italy*
Laura Franchin, *University of Trento, Italy*

The study investigates the domain-specificity of mechanisms underpinning infants’ looking behavior on implicit false belief tasks. We manipulated the dynamic cues in the event stimuli and found that at 19-month-olds selectively generate belief congruent expectations for agents and avoid to do that in carefully matched control events involving inert objects.
V-038 Incidental Learning and Cognitive Load in a Multisensory Environment across Childhood
Hannah J. Broadbent, Birkbeck, University of London
Tamsin Osborne, Birkbeck, University of London
Michaela Rea, Birkbeck, University of London
Anna Peng, Birkbeck, University of London
Denis Mareschal, Birkbeck, University of London
Natasha Kirkham, Centre for Brain and Cognitive Development, Birkbeck, University of London

The role of concurrent task modality on incidental learning was examined in 5-10 year olds. Results found poorer learning when presented with an auditory-only verses audiovisual concurrent task, particularly in young children. Concurrent audiovisual or visual-only information may serve to focus attention to a greater extent than concurrent auditory stimuli.

V-039 Is social orienting related to children’s implicit theory of mind abilities?
Kimberly Burnside, Concordia University
Kristyn Wright, Concordia University
Diane Poulin Dubois, Concordia University

This study tested the association between social orienting and theory of mind (ToM) in 40 typically developing children. The relation between a face preference task and an implicit ToM task was in the expected direction. Implications of these results for the social motivation theory of autism are discussed.

V-040 Knowledge acquisition following sequence learning: children’s pattern predictions and preferences
Suzanne Pahlman, Centre for Brain and Cognitive Development, Birkbeck University of London
Natasha Kirkham, Centre for Brain and Cognitive Development, Birkbeck, University of London
Annette Karmiloff-Smith, Centre for Brain and Cognitive Development, Birkbeck, University of London
Single- and four-image versions of nameable and non-nameable stimuli (animals and shapes) were presented in a touchscreen Serial Reaction Time task. Children demonstrate more effective sequence learning of animals with an advantage of four different animals over one. Nevertheless, pattern preference of sequences is significant for both animals and shapes.

(Developmental Psychology, Cognitive Psychology - Cognitive Development)

V-041 Asymmetry in learning rates for positive and negative prediction errors can reflect risk preferences  
Takeyuki OBAx, Nagoya University  
Kentaro KATAHIRA, Nagoya University  
Hideki OHIRA, Nagoya University

We investigated learning processes for acquiring risk preferences in gain and loss domains by using the reinforcement learning (RL) model. Results indicated that the proportion of risky choices was highly correlated with the contrast between learning rates for positive and negative prediction errors in both domains.

(Behavioral Economics, Other - Learning)

V-042 A comparison of learning styles between dyslexic and non-dyslexic university students in Greece  
Aglaia Stampoltzisx, Local Educational Authority of East Attica  
Eleni Zenakou, Harokopio University of Athens  
Sofia Kouvara, Harokopio University of Athens

The present study aims to shed light on the relations between dyslexia, learning sensory modalities and educational characteristics of Greek undergraduate university students. It examines the educational characteristics of dyslexic students compared to their non-dyslexic peers.

(Cognitive Psychology, Teaching - Learning)

V-042 Child’s Externalizing Problems and Partner’s Autonomic Reactivity Predict Individual Sleep Quality  
Sasha MacNeillx, Concordia University  
Chelsea da Estrela, Concordia University  
Warren C Caldwell, Concordia University
Child externalizing problems are a stressor affecting parental sleep quality. Parental respiratory sinus arrhythmia (RSA) reactivity to stressful marital interactions may create additional stress, exacerbating sleep problems. Individuals reporting more child externalizing problems and having partners with greater RSA reactivity to a marital interaction task experience the worst sleep quality.

(Personality/Emotion Psychology, Social Psychology - Stress and Coping)

V-043 Adaptation of the Teaching Styles Analysis in a sample of primary school teachers in Greece
Eleni Zenakoux, Harokopio University of Athens
Eleni Zouka, Harokopio University of Athens
Katerina Maridaki-Kassotaki, Harokopio University of Athens

The present study examines the construct validity of the Greek version of the Teaching Style Analysis (TSA) by recruiting 250 primary school teachers. The results have shown that TSA assesses 6 components of teaching styles naming professional characteristics, teaching methods, management techniques, classroom environment, lesson planning and pupil individual needs.

(Methodology - Learning)

V-044 An Empirical Cross-Cultural Study of Metacognition During In-Class Examination
Mariana Veiga Chetto Coutinhox, Zayed University
Justin J Couchman, Albright College
Alanood Almansoori, Zayed University

The present study examined monitoring accuracy during real, in-class examination. Emirati and North American students gave confidence ratings for their answers in an exam and then estimated the grade they were likely to earn. Confidence ratings were significantly correlated to performance, and were more predictive of performance than overall judgments.

(Cognitive Psychology - Learning)

V-045 Are memory and language brothers in arms when learning new words?
We examined whether schemas assist word learning. Spoken new words were presented along orthographic or semantic contexts. Whereas after 1-week lexicalization occurred for new words in orthographic context, memory for new items was readily available regardless of context. It seems that schemas do not assist lexicalization, they rather hinder it.

(Cognitive Psychology - Learning)

Two experiments examined college students’ persistence in discrimination-learning tasks. After solving an initial task, participants showed high persistence in problems that were either easily mastered or non-solvable. Such performance is maladaptive as it ignores the lack of progress, and suggests the need to explore processes involved in learning self-regulation.

(Cognitive Psychology - Learning)

We present a new paradigm to investigate structure learning or the ability to abstract shared structure across tasks. Using an individual differences approach, we highlight key factors contributing to structure learning. In particular, higher education level best predicted structure learning.

(Cognitive Psychology - Learning)
V-048 Distinctive role of visual associative memory on the neural activity in the human ventral occipital cortex
Hyo Woon Yoon, Daegu cyber university
No secondary authors

In order to observe the long term learning effect of two distinct object selective areas (FFA/PPA) in the human ventral steam, the same experiment (face and building judgment task) with the trained participants was done four times. Decreased neural signals were reported in FFA, while the PPA response remained unchanged.

(Neuroscience, Cognitive Psychology - Learning)

V-049 Engaging children in counterfactual thinking supports their understanding of planetary habitability
Angela Nyhout, University of Toronto
Patricia A Ganea, University of Toronto

Six- and 7-year-olds were taught about planetary habitability. Those who were guided to think counterfactually about how Earth could have been different if it was closer to/father from the Sun were better able to transfer their knowledge to a novel planetary system, relative to children shown examples of different planets.

(Developmental Psychology - Learning)

V-050 Executive Functioning and Achievement across Childhood and Adolescence: The Role of Early Parental Cognitive Supports
Kristen L. Bubx, University of Illinois, Urbana-Champaign
Katy Curry, University of Illinois, Urbana-Champaign

In this longitudinal study, we explore the benefits of children’s executive functioning for their achievement across childhood and adolescence and test the role that early parental cognitive supports play in these associations. By testing direct and indirect pathways, our study offers insight into how long-term school success may be fostered.

(Developmental Psychology, Personality/Emotion Psychology - Learning)

V-051 Factor Structure of Personal Epistemology of Thai University Students: Psychometric Properties of the Epistemic Belief Inventory (EBI)
Takayoshi Fujiwara, Mahidol University International College
No secondary authors

This study demonstrated that the five-factor model of epistemic beliefs hypothesized by the Epistemic Belief Inventory (Schraw, Dunkle, & Bendixen, 1995) was not replicated form the sample of Thai university students using confirmatory factor analysis (CFA). Culture should be considered in the future validation process of the EBI.

(Developmental Psychology, Methodology - Learning)

V-052 Learning by mixing languages: electrophysiological and behavioral consequences.
Eneko Anton, BCBL. Basque Center on Cognition, Brain and Language
Jon Andoni Duñabeitia, BCBL. Basque Center on Cognition, Brain and Language

We present data from balanced and unbalanced bilinguals who learned the meaning of new objects by either mixing languages or in a single-language context. Language context did not have any impact in the behavioral results and learning was successful. However, the electrophysiological data revealed differences between the two contexts.

(Cognitive Psychology, Neuroscience - Learning)

V-053 PUPIL - A tool for creating and conducting online distributed experimental paradigms
Jens Bernhardsson, Mid Sweden University
Marie-France Champoux-Larsson, Mid Sweden University
Joel Palmius, Data Collection Östersund AB
Anna Bjärtä, Mid Sweden University

Many experimental paradigms are limited to strict control in laboratory settings. However, there are occasions when a more diverse data collection can be preferred (piloting, mass collection, teaching etc.). Two experimental paradigms were tested online with the open source platform, PUPIL (www.miun.se/PUPIL) and compared to results from the laboratory.

(Methodology, Teaching - Teaching of Psychological Science)

V-054 Revisiting Cross-Cultural Benchmarks of Holland’s Structural Model
Wei Ming J. Phanx, University of Illinois at Urbana-Champaign
We revisited the appropriateness of making cross-cultural comparisons of vocational interest structure using U.S. benchmarks. We conducted a cross-cultural structural meta-analysis and found that adherence to these benchmarks can predispose researchers to making both type I and II errors regarding interest structures. Remedies and alternatives for this are discussed.

(Industrial/Organizational Psychology, Methodology - Individual Differences)

V-055 Identifying and Validating Predictors of Violence in Intimate Relationships
Wind Goodfriendx, Buena Vista University
Pamela Cathey, Buena Vista University
Amber Garcia, The College of Wooster
Meara M. Habashi, Purdue University
Ann Hoover, University of South Carolina Upstate

A sample of victims of relationship violence (n = 149) and college students (n = 629) provided empirical evidence for the utility of a new scale measuring fourteen warning signs of violence within intimate relationships. Scores were significantly correlated with depression, anxiety, and actual relationship violence in both samples.

(Social Psychology, Clinical Science - Interpersonal Relations)

V-057 Meaning in Life and Self-Regulation: The Role of Core Self-Evaluation
Eunhee Baex, Yonsei University
Yeeun Choi, Yonsei University
Hyunjin Koo, Yonsei University
Young Woo Sohn, Yonsei University

The present study aims to investigate the effect of meaning in life on self-regulation and the mediating effect of core self-evaluations. A survey was administered to 125 college students. The results imply that persons with high level of meaning in life regulate their life better because they have positive self-image.

(Industrial/Organizational Psychology, Social Psychology - Self Regulation)

V-063 Social media representations are implicitly male and resistant to change
April Bailey, Yale University
Marianne LaFrance, Yale University

Seemingly gender inclusive online representations are actually male-biased. We found that avatar images from heavily trafficked social media websites are perceived to be male. Moreover, an attempt to counteract male-biased tendencies with equal numbers of male and female avatar images backfired for conservative participants, supporting a system-justification interpretation. Word count: 48

(Social Psychology, Industrial/Organizational Psychology - Gender Studies)

V-064 The Effects of Psychological Distance and Incidental Affect on Economic Risk Taking and Temporal Discounting Behaviors
Maria Clarissa O. Del Moralx, (1) St. Luke’s Medical Center; (2) University of the Philippines-Manila
No secondary authors

Money is ubiquitous in modern daily life, however little is known about the relationships that exist between money and our emotions and decisions. This experiment assessed the significance of psychological distance, situational/state affect, and dispositional/trait affect in predicting risk-taking and temporal discounting of financial rewards in a modified Trust Game.

(Behavioral Economics, Personality/Emotion Psychology - Judgment and Decision Making)

V-065 Effect of Regulatory Focus and Personal relevance to Risk-taking Decision in Uncertain Situation
Sunam Leex, Pusan National University
HyunKyu Lee, NC soft
Yoonkyoung Lee, Pusan National University
Donghoon Lee, Pusan National University
Bia Kim, Pusan National University

We study risk-taking decision based on motivational aspects and consider decision making using regulatory focus as individual factors and personal relevance as situational factors. Results showed that situational factors more influence on risk taking decision in uncertain situation than individual factors.

(Cognitive Psychology, Social Psychology - Judgment and Decision Making)
V-066 Feedback effect on children’s global metacognitive judgments
Marie Geurtenx, University of Liege
Thierry Meulemans, University of Liege

This study investigated whether the feedback effect on children’s (aged 4, 6, and 8 years) metacognitive judgments results from improvement in monitoring processes or the use of the Anchoring-and-Adjustment heuristic. Our findings are consistent with the hypothesis that external information provided by feedback is used as an anchor for judgment.

(Developmental Psychology, Cognitive Psychology - Judgment and Decision Making)

V-067 'Cooperative Phenotype': Process Dissociation Approach
Lukasz Tanasx, University of Social Sciences and Humanities
No secondary authors

Cooperation in anonymous, one-shot economic games shows relatively stable individual differences. Study shows how parameters obtained through the process dissociation approach to moral decisions map onto behavior in the Trust, Dictator and Envelope Games. “Utilitarian” parameter was related to the Dictator Game, whereas Trust Game could be predicted by “deontology”.

(Behavioral Economics, Personality/Emotion Psychology - Judgment and Decision Making)

V-068 Adolescents Beliefs about Peer influence
Marianne Habix, Paragraph Laboratory, University Paris 8 & CNRS Unit 8240, Paris Descartes University, France
Anaïs Osmont, CNRS unit 8240 - Laboratory for the Psychology of Child Development and Education - Paris Descartes University
Jean-Louis Tavani, Laboratoire Parisien de Psychologie Sociale - University Paris 8
Mathieu Cassotti, CNRS unit 8240 - Laboratory for the Psychology of Child Development and Education - Paris Descartes University

Peer presence has a crucial influence on adolescents’ tendency to engage in risk-taking. The question we raise is whether adolescents and adults are aware of this influence, by adapting a syllogistic reasoning task using syllogisms referring to an increase of adolescents’ risk-taking in the presence of peers.

(Developmental Psychology, Cognitive Psychology - Judgment and Decision Making)
V-069 **Dialogical self, emotional self-efficacy, and mindfulness as important personal dispositions in situations of crucial life decisions**

Elwira Brygolax, *SWPS University of Social Sciences and Humanities, Faculty in Poznan*

Mateusz Zatorski, *SWPS University of Social Sciences and Humanities, Faculty in Poznan*

The research presents an influence of the specific cognitive and emotional dispositions on important life decisions. Ability to take a different perspective to understand a meaning of important event is a common element of the investigated factors. Important life events are categorized in two groups: those of professional, and those of health importance.

(Personality/Emotion Psychology, Developmental Psychology - Judgment and Decision Making)

V-070 **Dialogical self, emotional self-efficacy, and mindfulness as important personal dispositions in situations of crucial life decisions**

Elwira Brygolax, *SWPS University of Social Sciences and Humanities, Faculty in Poznan*

Mateusz Zatorski, *SWPS University of Social Sciences and Humanities, Faculty in Poznan*

The research presents an influence of the specific cognitive and emotional dispositions on important life decisions. Ability to take a different perspective to understand a meaning of important event is a common element of the investigated factors. Important life events are categorized in two groups: those of professional, and those of health importance.

(Personality/Emotion Psychology, Developmental Psychology - Judgment and Decision Making)

V-071 **Decision making in Game theory: The impact of Similarity Perception and Visual Information Scanning on Choice Selection in the Prisoner Dilemma Game.**

Nataly Gantz, *University of Haifa*

No secondary authors

The research studied the impact of similarity perception on behavioral decisions making. The study is grounded in the Subjective Expected Relative Similarity (SERS)
theory, which associates cooperation in the PD game with similarity perception that exceeds a similarity threshold, derived from the game's payoffs.

(Social Psychology - Judgment and Decision Making)

V-072 **A Neurovisceral Approach to Autism: Enhancing Self-Regulation and Core Symptoms Using Neurofeedback and Biofeedback**

Matthew S. Goodman, *University of California, San Diego and Alliant International University*

No secondary authors

Mirror Neuron System Neurofeedback (MNS-NFB) and Heart Rate Variability Biofeedback (HRV-BFB) are innovative methods for enhancing central and autonomic nervous system deficits in autism. In this study, children with autism who underwent either HRV-BFB or a combined HRV-BFB + MNS-NFB intervention showed improvements in core symptoms of autism.

(Clinical Science, Neuroscience - Developmental Disabilities)

V-073 **Cognitive profile of Sotos syndrome**

Chloe Lanex, *University of Sheffield*  
Megan Freeth, *University of Sheffield*  
Elizabeth Milne, *The University of Sheffield*

Sotos syndrome is a congenital overgrowth disorder with an incidence of approximately 1 in 14,000. The aim of the present study was to establish the cognitive profile associated with Sotos syndrome. Cognitive abilities were assessed using the British Ability Scales, third edition (BAS3) in 45 participants with Sotos syndrome.

(Cognitive Psychology, Developmental Psychology - Developmental Disabilities)

V-074 **Early diagnosis of autism spectrum disorders: joint attention deficit as the core sign in preverbal children**

Laura Iuvono, *Fondazione Don Gnocchi Onlus*  
Anna Martinelli, *Fondazione Don Gnocchi Onlus*  
Valeria Tassara, *Fondazione Don Gnocchi Onlus*  
Federica Castiglione, *Università Cattolica del Sacro Cuore*

The study analyzes different social behaviors in children under three years with autism spectrum disorder (ASD) and atypical development (AD) other than autism in parent-
child interaction. Among the analyzed behaviors joint attention (JA) is selectively impaired in ASD children, suggesting that JA disorders represent the core social-communication deficit of ASD.

(Developmental Psychology - Developmental Disabilities)

V-075 Executive Functions and Attachment Relationships in Children with ADHD: Michal Al-Yagon, Tel-Aviv University
No secondary authors

Investigating children with ADHD versus typical development (Grades 5-6), this study compared groups’ executive-functioning and child-father/child-mother attachment-security, and also examined four risk factors (ADHD, attachment relationships, EF) for explaining children's socioemotional-behavioral adjustment. Significant group differences emerged for almost all variables. Children's ADHD, attachments, and, partially, EF-deficits, significantly contributed to adjustment.

(Personality/Emotion Psychology - Developmental Disabilities)

V-076 Is it possible to talk about a behavioral phenotype in Down Syndrome? Evidence from a Chilean sample
Marcela Tenorio, Universidad de los Andes, Chile
Paulina S. Arango, Universidad de los Andes, Chile
Andrés D Aparicio, Pontificia Universidad Católica de Chile

We present results of a study with children with Down Syndrome between 6 and 17 years of age on executive functions development. We present evidence against a phenotype on the development of executive functions in the syndrome, and discuss the importance of focusing interests in understanding individual differences.

(Cognitive Psychology, Developmental Psychology - Developmental Disabilities)

V-077 Korean developmental dyslexia: phonological and surface subtypes
Jeung-Ryeul Chox, Kyungnam University
Young-Dae Yoo, Kyungnam University

This study examined phonological and surface subtypes of Korean developmental dyslexia among 30 dyslexic 3rd graders and 30 age-matched normal readers. Results showed that children with phonological dyslexia were impaired in phoneme awareness and RAN tasks, but children with surface dyslexia were impaired in morphological
awareness, orthographic awareness, visual discrimination and RAN tasks, which support dual-route models.

(Developmental Psychology, Linguistics - Developmental Disabilities)

V-078 Learning by Imitation is Impaired in ASD
Danielle McAuliffe, Kennedy Krieger Institute
Ajay S Pillai, Kennedy Krieger Institute/Johns Hopkins University
Stewart H Mostofsky, Kennedy Krieger Institute/Johns Hopkins University
Joshua B. Ewen, Kennedy Krieger Institute and Johns Hopkins University

Children with autism have difficulty imitating gestures, but it is not known if this deficit contributes to impaired skill learning. Five children with autism and six controls performed a novel gesture learning task. Members of the HFA group took significantly more repetitions to learn to perform the gestures accurately.

(Social Psychology, Cognitive Psychology - Developmental Disabilities)

V-079 Partners in crime? The influence of social regulation on neural responses related to moral dilemmas.
Tobias Ottox, Maastricht University
Suzanne van Gils, Maastricht University
Niken Dinartika, Maastricht University
James Coan, University of Virginia

We combine interpersonal moral decision making with social baseline theory. We hypothesized harsher decisions in a classical trolley dilemma involving in-group vs. out-group members, when participants were holding the hand of a close friend. We discuss behavioral and fMRI data from a within-participant fMRI study (N=17, native Dutch women)

(Social Psychology, Neuroscience - Moral Psychology)

V-080 Counteracting Moral Blindness in Business: An Advanced Measure of Moral Sensitivity
David Schmocker, University of Zurich
Katsarov Johannes, University of Zurich
Christen Markus, University of Zurich
Tanner Carmen, University of Zurich & Zeppelin University
Employees’ moral sensitivity (MS) is presumably one essential element in preventing misconduct in organizations and hence reputational and financial harm. We present three validation studies of an advanced measure to quantify individual’s MS. The results provide support for our instrument. Practical implications and more far-reaching validation steps are discussed.

(Behavioral Economics, Methodology - Moral Psychology)

V-081 Psychological Consequences of the Trolley Problem: Affective and Emotional Consequences of Making Difficult Moral Decisions in a Modified Trolley Problem
Andrea M Yetzerx, University of Colorado, Colorado Springs
Tom Pyszczynski, University of Colorado Colorado Springs

A study investigating the affective and emotional consequences of making difficult moral decisions. Participants completed individual difference measures, a moral dilemma writing task, and measures of affect, shame, and guilt. Participants in the human lives dilemma reported greater negative affect, shame, and guilt; religiosity significantly moderated the effect on guilt.

(Social Psychology, Personality/Emotion Psychology - Moral Psychology)

V-082 The Intersection of Race and Social Status on Perceptions of Moral Behavior
Sean M. Laurentx, University of Illinois
Jeanine Skorinko, Worcester Polytechnic Institute

Because of expectations or self-presentational concerns, European-Americans evaluate a high-status African-American target more favorably than a high-status European-American. However, when the same high-status African-American commits a moral violation, he is judged more negatively than the European-American. This is reversed when targets are low-status, with greater excusing of African-Americans targets’ transgressions.

(Social Psychology - Moral Psychology)

V-083 The moral virtues and the process of choice in the formation of personality.
Carla Cristina W.S. Silveira De Souzax, UNIVERSIDADE FEDERAL DO RIO DE JANEIRO
Maria Judith Sucupira da Costa Lins, *Universidade Federal do Rio de Janeiro*

This research focuses on a Moral Education program for seven-year-old schoolchildren. Four virtues were presented to them: friendship, temperance, perseverance and justice. The objective of this research was to investigate how children in the pre-operational stage think and conceptualize these four virtues while using them in their choice process.

(Personality/Emotion Psychology, Teaching - Moral Psychology)

V-084 *The Road to Heaven is Paved with Effort: Perceived Effort Amplifies Moral Judgment*  
Yochanan Bigman, *The Hebrew University*  
Maya Tamir, *The Hebrew University*

When an agent exerts a lot of effort in a moral behavior, she is judged more positively. This effect is mediated by goal importance - the more effort exerted, the more we believe the goal pursued is important for the agent. This effect is independent of attributions of intention.

(Social Psychology - Moral Psychology)

V-085 *Why do people think of the situation as moral violation?: Perceptions of Shweder’s “Big 3” Morality in Japan and the U.S.*  
Akiko Matsuo, *Nagoya University*  
Minoru Karasawa, *Nagoya University*  
Vinai Norasakkunkit, *Gonzaga University*

The present study examined the perception of moral violation in the US and Japan, based on Shweder’s “Big 3” ethics. The findings from our content analyses suggest the American tendency to perceive moral violation situations in terms of autonomy, and Japanese unique characteristic in the ethic of divinity.

(Social Psychology - Moral Psychology)

V-086 *The effectiveness of the Go/No-Go Attitudinal Task to assess implicit attitudes to the repeated exposure of compound brands.*  
Manuel Rojas, *Universidad de Barcelona*  
Julio Eduardo Cruz, *Universidad de los Andes - Bogotá, Colombia*
This study wanted to evaluate the positive attitudinal change towards new brands and their components as they increased their rate of exposure, using the Mere Exposure Paradigm (Zajonc, 2001). To assess the implicit attitudinal change, we used the Go/No-Go Attitudinal Task or GNAT (Nosek and Banaji, 2001).

(Consumer Behavior, Social Psychology - Attitudes)

V-087 To Eat or Not to Eat: Food Intake Perception, Resilience and Quality of Life Among Chinese Cancer Patients and Carers
Sau-Lai Leex, Hong Kong Baptist University
Angela Mak, Hong Kong Baptist University

Nutritional intake is an important concern to cancer patients and their professional and family carers. 199 patients and carers in Hong Kong reported their perception about nutritional intake and their food choices. Focusing on what shall be eaten more was found to relate to higher resilience and higher quality of life.

(Social Psychology - Attitudes)

V-088 Refugees and Immigrants Not So Similar as They Seem: Knowledge and Perceived Vulnerability to Disease as Two Predictors of Attitudes Towards Refugees
Baris Sevix, Koç University
Tugçe Aral, Koç University
Arzu Aydinli-Karakulak, Bahçeşehir University

The study investigates the effects of behavioral immune system and knowledge level about refugees and immigrants on attitudes towards these groups. Knowledge level about these groups was positively; perceived vulnerability to disease was negatively related with positive attitudes towards refugees whereas this relation could not be found for immigrants.

(Social Psychology - Attitudes)

V-089 Single by choice – a volatile or a stable status?
Gal Slonimx, Department of Psychology, University of Bamberg
Anna Dechant, State Institute for Family Research at the University of Bamberg
Astrid Schütz, Department of Psychology, University of Bamberg
Single people differ in the extent to which they desire a romantic relationship. We analyzed the stability of that desire over a six-year course. Our findings indicated substantial fluctuations, which suggests that being a "single by choice" is usually not a permanent lifestyle.

(Social Psychology - Attitudes)

V-090 Stigma, Discrimination and HIV: Moral Sensitivity or Moral Wiliness?
Adebowale Akandex, IRC
No secondary authors

Stigmatization of persons with AIDS, is a moral education problem. Using an Africa was to examine HIV-stigma and discrimination and opine social climate conducive to a compassionate response. Results indicate that females and younger people have significantly greater fears associated with HIV and fear of outsiders. Moral values are discussed.

(Social Psychology - Attitudes)

V-091 Trajectories of paternal depressive symptoms in prenatal and postnatal period: Evidence from growth mixture modeling
Henna Lahtinenx, University of Turku
Saara Nolvi, University of Turku, Institute of Clinical Medicine, FinnBrain Birth Cohort Study
Riikka Korja, Univeristy of Turku
Linnea Karlsson, University of Turku
Noora M Scheinin, University of Turku
Eeva-Leena Kataja, University of Turku, Institute of Clinical Medicine, FinnBrain Birth Cohort Study
Niina Junttila, University of Turku
Hasse Karlsson, University of Turku

The present study is one of the first aiming to investigate the trajectories of paternal depressive symptoms in perinatal period with growth mixture modeling. Based on the assumptions and statistical indices, three different trajectories (Stable and low symptoms, Decreasing symptoms, and Increasing symptoms) of paternal depressive symptoms were found.

(Clinical Science, Personality/Emotion Psychology - Depressive Disorders)
V-092 Are Fluent Readers also Better Readers? Reading Fluency as the Key between Decoding and Reading Comprehension
Lucy Shih-Ju Hsu, University of Hong Kong
Connie Suk-Han Ho, University of Hong Kong

The present study examines the role of reading fluency in Chinese children’s language and literacy development. Results indicated that reading fluency contributed additional variances to children’s reading comprehension after controlling for their oral language skills and decoding skills at different lexical levels.

(Developmental Psychology, Linguistics - Language and its Development)

V-093 Bilingualism and the use of Syntactic Information in Word Learning
Cassandra Foursha-Stevenson, Mount Royal University
Elena Nicoladis, University of Alberta

The current study examined the use of syntactic information to learn words in bilingual and monolingual children. Children were presented with novel words within a sentence. Bilinguals performed better than monolinguals, indicating that bilingualism may enhance the ability to utilize syntactic information in word learning.

(Developmental Psychology, Linguistics - Language and its Development)

V-094 Bilinguals Allocate Attention Differently: Specific Language Experience Influences Implicit Attention
Elena Neophytou, Bangor University
Debra L Mills, Bangor University

Using eye tracking, we investigated whether experiential factors such as amount of exposure to each language influence how bilinguals allocate attention in an implicit learning task. Bilinguals were quicker to shift their attention to newly relevant information than monolinguals. However, second language experience was an important modulator of this effect.

(Cognitive Psychology - Language and its Development)

V-095 Can early language trajectories predict poor reading comprehension?
Laura Justicex, Editor-in-Chief of Early Childhood Research Quarterly
Yaacov Petscher, Florida State University
Tiffany Hogan, MGH Institute of Health Professions
This study explored the longitudinal relations between early trajectories of language growth and future poor reading comprehension using latent growth modeling. Findings showed a clear divergence in early language trajectories for future poor comprehenders, with their language skills falling increasingly further future poor decoders and typical readers by 4 years.

(Developmental Psychology, Methodology - Language and its Development)

V-096 Children’s Representational Redescriptions and the Developmental discontinuity in Language Processing: Evidence from Longitudinal Studies of Japanese Blinds and Nonblinds
Takayo Sugimoto, Aichi University
No secondary authors

We conducted longitudinal experiments to investigate how literacy affects Japanese children’s developmental discontinuity in language processing. Our results suggest that mastery of literacy motivates children’s representational redescriptions of the word category, which in turn determine the developmental discontinuity within individuals as well as the developmental differences between blinds and nonblinds.

(Developmental Psychology, Linguistics - Language and its Development)

V-097 Changes in electrophysiological brain activity triggered by two different types of audiovisual computer trainings in children with Specific Language Impairment
Anna Dacewicz, Laboratory of Neuropsychology, Department of Neurophysiology, Nencki Institute of Experimental Biology of Polish Academy of Sciences, 3 Pasteur Str., 02-093 Warsaw, Poland
Kamila Nowak, University of Social Sciences and Humanities, Warsaw, Poland
Aneta Szymaszek, Laboratory of Neuropsychology, Department of Neurophysiology, Nencki Institute of Experimental Biology of Polish Academy of Sciences, 3 Pasteur Str., 02-093 Warsaw, Poland
Anna Bombinska, Laboratory of Neuropsychology, Department of Neurophysiology, Nencki Institute of Experimental Biology of Polish Academy of Sciences, 3 Pasteur Str., 02-093 Warsaw, Poland
Elzbieta Szelag, Laboratory of Neuropsychology, Department of Neurophysiology, Nencki Institute of Experimental Biology of Polish Academy of Sciences, 3 Pasteur Str., 02-093 Warsaw, Poland

Since declined rapid auditory processing has been postulated as a core deficit in Specific Language Impairment (SLI), the effectiveness of audiovisual temporal training was investigated in 36 children with SLI. Contrary to the control training, after temporal
training, the widespread cognitive benefits were accompanied by enhanced brain activity.

(Neuroscience, Developmental Psychology - Developmental Neuroscience)

V-098 Frontal theta activation associated with error detection in toddlers: Influence of familial socio-economic status
Angela Conejerox, University of Granada
Maria Rosario Rueda, University of Granada

This paper presents a novel experimental protocol to study error-detection in pre-verbal subjects. Electrophysiological responses to errors are neural markers of the executive attention network. Results show frontal theta activation associated with error detection in toddlers and reveal that familial SES contributes to individual differences in activation of the system.

(Developmental Psychology, Neuroscience - Developmental Neuroscience)

V-099 Gaze Modulates Functional Connectivity Between STS and IFG During a Mimicry Task in 4-month-old Infants: a PPI Study on fNIRS data
Chiara Bulgarellix, Centre for Brain and Cognitive Development, Birkbeck College, University of London
Carina d de Klerk, Centre for Brain and Cognitive Development, Birkbeck College, University of London
Victoria Southgate, Centre for Brain and Cognitive Development, Birkbeck College, University of London; Department of Psychology, University of Copenhagen
Antonia Hamilton, Institute of Cognitive Neuroscience, University College London

This study shows that by 4 months of age, brain regions involved in the mimicry of facial actions are already functionally connected. Gaze appears to enhance mimicry in both adults and infants, and our findings demonstrate that connectivity from STS to IFG is stronger under conditions of direct gaze.

(Developmental Psychology, Neuroscience - Developmental Neuroscience)

V-100 Gender Differences in Adult’s Ability to Process Infant Facial Expressions
Eija S. Sinervax, University of Turku
Riikka Korja, Univeristy of Turku
Hasse Karlsson, University of Turku
Christine Parsons, Oxford University, Aarhus University  
Linnea Karlsson, University of Turku

Facial expression recognition in relation to parenthood is little researched area. Parent sensitivity to infant cues promotes infant emotional development in early attachment relationship. This FinnBrain Birth Cohort substudy results show that men and women rated infant emotions differently when asked to rate both the valence and arousal of infant expressions.

(Developmental Psychology - Developmental Neuroscience)

V-101 Inside the Mindful Mother’s Brain: Mindfulness-related Differences in Maternal Neural Response to Infant Emotions  
Heidemarie Laurentx, University of Illinois Urbana-Champaign  
Dorianne Wright, University of Oregon

We tested dispositional mindfulness facets as predictors of mothers’ neural response to their own infant’s negative vs. positive emotion videos. Mothers higher in nonreactivity showed lower activation to negative and/or greater activation to positive videos across brain regions involved in the felt experience and metacognitive awareness of emotions.

(Developmental Psychology, Neuroscience - Developmental Neuroscience)

V-102 Bayesian Statistics for Health-Based Research in Psychology: An Illustration of Prior Sensitivity Analysis using a Latent Growth Model  
Sarah Depaolix, University of California, Merced, USA  
Holly Rus, University of California, Merced, USA  
James Clifton, University of California, Merced  
Steven Ramondt, University of California, Merced  
Rens van de Schoot, Utrecht University  
Jitske Tiemensma, University of California, Merced

We present an example implementing Bayesian estimation in the context of blood pressure changes after participants experienced an acute stressor through the Trier Social Stress Test. We illustrate how to define subjective priors and conduct a full sensitivity analysis on the priors to assess robustness of results.

(Methodology, Biological Psychology - Data Analysis)

V-103 Can we guess the potential impact of the research? Analysis of abstracts in
We tested whether the number of citations can be predicted from the abstracts of research articles. We showed that K-means clustering with doc2vec features can group the articles depending on the similarity of the articles, and the average citations were different between groups.

(Cognitive Psychology, Other - Data Analysis)

V-104 DataWiz: Supporting the Interconnection of Findings at the Data Level in Psychology
Erich Weichselgartnerx, Leibniz Institute for Psychology Information, Germany
No secondary authors

With many ongoing initiatives data sharing has arrived in psychology. However, data formats and descriptions need standardizing so researchers within and across domains can interconnect findings. We introduce a tool named DataWiz which acts as a quasi-intelligent system to support data management throughout research projects from start to finish.

(Methodology - Data Analysis)

V-105 EXACT: A Computer Program for Performing a Variety of Exact and Resampling Tests
David T. Morsex, Mississippi State University
No secondary authors

Explanation and applications of a versatile, free, Windows-based computer program for conducting both exact/permutation and resampling tests. Such tests are far less stringent in assumptions than usual parametric tests, and offer better estimation of likelihood of results compared to chance level than both ordinary parametric and nonparametric tests.

(Methodology, Teaching - Data Analysis)

V-106 Bridging Intuition, Self-control, and Cooperation: The Role of Social Value Orientation
Su Lux, University of International Business and Economics
FENG JIANG, CENTRAL UNIVERSITY OF FINANCE AND ECONOMICS
WING TUNG AU, THE CHINESE UNIVERSITY OF HONG KONG

We confirmed the role of social value orientation as a moderator in the effect of cognitive processing modes on cooperation in a resource dilemma. Interventions on cognitive processing did not change cooperation level of prosocials, whereas proselfs cooperate more when manipulated to think in a deliberative way than in an intuitive way.

(Behavioral Economics, Social Psychology - Behavioral Economics)

V-107 Using Nonlinear Multilevel Modeling to Evaluate Delay Discounting Functions
Michael Youngx, Kansas State University
Derek Reed, University of Kansas

We compared the standard hyperbolic to two hyperboloid functions (Green & Myerson, 2004; Rachlin, 2006) by estimating parameters for each individual versus using a multilevel model. The multilevel approach was vastly superior, documented that the Rachlin model provided better fits than the alternatives, and revealed overparameterization in the Green-Myerson equation.

(Behavioral Economics, Cognitive Psychology - Behavioral Economics)

Anna Palinkasx, Institute of Psychology, Eotvos Lorand University, Budapest, Hungary
Barnabas Szaszi, Institute of Psychology, Eotvos Lorand University, Budapest, Hungary; Doctoral School of Psychology, Eotvos Lorand University, Budapest, Hungary
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Aba Szollosi, Institute of Psychology, Eotvos Lorand University, Budapest, Hungary
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Mark Zrubka, Institute of Psychology, Eotvos Lorand University, Budapest, Hungary
Balazs Aczel, Institute of Psychology, Eotvos Lorand University, Budapest, Hungary

Here, we conducted a scoping review on more than 380 choice-architecture interventions. Our results highlight that the most assessments are rather theory-inspired than theory-based. To strengthen the development of an evidence-base of the field, we argue for the use of a common nomenclature and theory-based exploration of the modifying factors.

(Behavioral Economics, Methodology - Behavioral Economics)
**V-109** Perspecti**ve** Taking in Impression Management: The Cost of Revealing Intentions Behind Altruistic Choice  
Mia Karabegovicx, *Central European University*  
Christophe Heintz, *Central European University*

Intentions behind altruistic choices can be interpreted differently, depending on the surrounding context. In two studies, we investigate “competitive altruism” in scenarios where the visibility of strategic incentives differs between experimental conditions, and look at how it affects self-presentation strategies and the observers’ inferences in a partner-choice paradigm.

(Behavioral Economics, Social Psychology - Behavioral Economics)

**V-110** Tariff Design and Acceptance: Using Insights from Behavioural Economics  
Jasmin Mahmoodix, *University of Geneva*  
Stefanie Hille, *University of St Gallen*  
Martin Patel, *University of Geneva*  
Tobias Brosch, *University of Geneva*

Research shows that electricity tariffs that financially penalise consumption are more effective in mobilising energy savings than those financially rewarding conservation. Behavioural economics offers loss aversion as an explanation. Loss aversion also suggests that consumers are less likely to choose disincentive tariffs. The present study tests different tariff designs and the acceptance thereof among electricity consumers.

(Behavioral Economics, Consumer Behavior - Behavioral Economics)

**V-111** Preserved Socio-economic decision making in Autism Spectrum Disorder: Evidence from the Ultimatum Game  
Alida Maria Acosta Ortizx, *PhD-Student*  
Stian Reimers, *Senior Lecturer*  
Sebastian Gaigg, *Senior Lecturer*

Autism Spectrum Disorder (ASD) is defined by impairments in social interactions, yet little is known how those with ASD make socio-economic decisions. We show that on the Ultimatum Game individuals with ASD demonstrate normative decisions, rejecting unfair monetary offers from others on the basis of instinct rather than rational thought.

(Behavioral Economics, Cognitive Psychology - Behavioral Economics)
Do Rapid Automatized Naming and Phoneme awareness predicts reading difficulties in multilingual population?
Suvarna Rekha Chintax, IIIT-Hyderabad
Bipin Indurkhya, Jagiellonian University, Cracow (Poland)

Given the absence of a standardized screening tool for dyslexia among multilingual population, we aimed testing the prominent screening methods. And then want to adopt the best method suitable for the multilingual population.

(Cognitive Psychology, Developmental Psychology - Testing and Assessment)

Psychosemantic Test of Cognitive Abilities ‘Skazka’ For Children 5 – 10 Years Old
Olga Mitinax, Lomonsov Moscow State University, Moscow, Russia
Victor Petrenko, Lomonosov Moscow State University
Tatiana Menchuk, Lomonosov Moscow State University
Maria Shestova, Lomonosov Moscow State University

The test can reveal personal constructs (individual forms categorization themselves and significant others specific to the child), self-assessment and evaluation of significant others. The age of application the method is 5-10 y.o. For the diagnosis of the level of intellectual development are used indices of cognitive complexity and socialization.

(Developmental Psychology, Cognitive Psychology - Testing and Assessment)

The Nomological Network of the Inventory of Callous-Unemotional Traits in the Presence of Reverse Item Keying Effects
Chrystalla C. Koutsogiorgi x, University of Cyprus
Michalis P. Michaelides, University of Cyprus
Alexandros Lordos, University of Cyprus
Kostas A. Fanti, University of Cyprus

The present study aims to investigate the factorial and construct validity of the Inventory of Callous Unemotional Traits (ICU; Frick, 2004), taking into consideration a criticism about the potential effects of the reverse item keying on the factorial structure of the scale.

(Methodology, Developmental Psychology - Testing and Assessment)
The Psychosocial Risks and Impacts in the Workplace Assessment Tool: Construction and Psychometric Evaluation
Petros Roussos, National and Kapodistrian University of Athens
Anastasia Paraskevopoulos-Rush, Hellas Employee Assistance Programs

The poster presents a psychometric tool constructed in Greek to measure psychosocial risks as well as their impacts in the workplace. Emphasis is given on the studies conducted to evaluate its psychometric characteristics. The results of the analyses demonstrated a seven-factor structure of the tool and indicated that it is reliable and valid.

(Industrial/Organizational Psychology, Methodology - Testing and Assessment)

Training for Success
Ganna Velychkov, Baruch College The City University of New York
Weiwen Nie, Baruch College The City University of New York
Charles Scherbaum, Baruch College The City University of New York

In this study we hypothesize that training that requires the use of prior knowledge lead to performance differences between different racial groups on standardized tests, but not the programs that less require prior knowledge.

(Industrial/Organizational Psychology, Social Psychology - Testing and Assessment)

Using Computer Conferencing to Improve Speaking and Grammatical Skills and Affective Factors of EFL Learners
Kazumasa Morix, Bunkyo University
Michiko TOYAMA, Bunkyo University
Mayu Janssens-Shintani, Tokyo Denki University

In this study, we examine the effects of computer conferencing to improve speaking and grammatical skills of Japanese EFL learners. As a result, we found that speech test scores of the learners and their speech anxiety for the second language were slightly improved.

(Other - Testing and Assessment)

Savoring the Sound of Music: Effects of Perceived Temporal Scarcity
Before listening to a song and rating their enjoyment of it, participants were either given a statement framing the song as relatively long, relatively short, or were given no statement. Participants enjoyed the song more when it was framed as short compared to when it was framed as long.

(Social Psychology - Happiness)

V-119 The Affective Tone of Life Narratives and Theme of Agency as Correlates of Fundamental Assumptions about Benevolence and Meaningfulness of the World and Worthiness of the Self
Mariusz Ziebax, SWPS University of Social Sciences and Humanities
Katarzyna Markowska-Regulska, SWPS University of Social Sciences and Humanities
Elwira Brygola, SWPS University of Social Sciences and Humanities, Faculty in Poznan

121 adults completed the World Assumptions Scale by Janoff–Bulman (1989) and provided extended spoken accounts of eight personally meaningful episodes from the past. The oral narratives were coded for the emotional tone and themes of agency and communion. The results showed that world assumptions was related to affective tone of narration.

(Personality/Emotion Psychology - Happiness)

V-120 The Relationship between Value Types and Life Satisfaction of Korean University Students: Mediation Effect of Positive Affectivity
Mijung Joox, Pusan National University
JAESIK LEE, Pusan National University
Youngsook Chong, Department of Psychology, Pusan National University, Republic of Korea
Hyunjung Shin, Busan National University

The Korean university students showed value priority of conformity and hedonism, but not power, universalism and self-direction-stimulation value types. And the Korean university student’s higher scores of conformity, benevolence and hedonism value types induced higher level of positive affectivity, which, in turn, increased life satisfaction.

(Personality/Emotion Psychology, Social Psychology - Happiness)
The use of self-reported happiness to assess therapy efficacy: the influence of cognitive conflicts
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The Two Continua Model of mental health was tested with 96 participants assessed before and after they received two modalities of cognitive psychotherapy. Results showed improvements in functioning, happiness, depression, and distress, but self-reported happiness was the only variable showing significant differences according to the resolution of cognitive conflicts.

(Clinical Science, Cognitive Psychology - Happiness)

Mapping inhibitory control and working memory in the developing brain: a meta-analysis of 687 brain imaging studies, including 13234 children, adolescents and adults
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Executive functions play a critical role in several cognitive domains throughout one’s lifetime. We report the first whole-brain voxel-wise meta-analysis of functional magnetic resonance imaging studies of working memory (WM) and inhibitory control (IC). We examined their neural specificities and overlap, and their developmental changes from childhood to adulthood.

(Cognitive Psychology, Developmental Psychology - Brain Imaging)

Social comparison in the brain
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Social perception is in essence relative. Whenever one perceives someone, one compares this person to oneself, other people or internalized standards. In two fMRI studies, we investigated the neural correlates of social comparison. Our results suggest overlapping neural processes for social and nonsocial comparisons and the recruitment of specific structures for self-involving comparisons.

(Neuroscience, Social Psychology - Brain Imaging)

V-124 Visual Memory Activations Post Traumatic Brain Injury- Effect of Cognitive Rehabilitation: A Functioning Imaging Study
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Cognitive rehabilitation has expanded in the last decade and there is growing evidence in favour of neuroplasticity in the damaged brain. Neuroplasticity describes lasting change to the brain, even after injury. Functional Magnetic Resonance Imaging and connectivity data can give crucial information on the recovery from deficits after a TBI.

(Neuroscience, Cognitive Psychology - Brain Imaging)

V-125 Are we mere numbers? Magnitude processing in social comparisons
Lisa Eckerstorferx, University of Graz
Gayannée Kedia, University of Graz
Katja Corcoran, University of Graz

Magnitudes and space are interlocked through a mental line. So far it is unclear if this mental line also influences social comparisons. We tested if two effects from numerical processing also translate to social comparisons and found evidence that social attributes are indeed processed as magnitudes.

(Social Psychology, Cognitive Psychology - Unconscious Processes)
Inspired to do Sports? – the goal of physical activity and the difficulties of its activation

Hilmar Brohmerx, University of Graz
Lisa Eckerstorfer, University of Graz
Katja Corcoran, University of Graz

We attempted to extend the literature on goal activation by looking at the goal of doing sports. No significant results were obtained in two studies (N = 89 and N = 190) with explicit and implicit goal activation techniques. Potential publication bias and future avenues for research are discussed.

(Social Psychology, Cognitive Psychology - Unconscious Processes)