

Brian Harder Honors Day Celebration 2025 Abstract Book

8:30 - 9:00 AM Smitty Reading Room	Coffee and Treats
9:00 AM – 10:00 AM CCIS PCL Lounge	Session 1: Poster Presentations
1	How individuals express experiencing life with migraines Jorja Williams In this study, we examine the expression of experience with migraines, which aims to help create awareness and broaden perspectives on experiences of those who are living with migraines. To do this we will perform open ended interviews with individuals who suffer from migraines. The questions will pertain to how it orientates their daily life. I will also reserve a section of the interview to discuss creative expression and give the individual a chance to further develop my understanding of their expression by submitting a creative form of expression to add to the study. These options will be a drawing, poem, music, etc. that they either create or find that embodies their experiences with migraines. Once interviews are collected they will be transcribed and anonymized. The transcriptions will be analyzed via qualitative measure to develop a deeper understanding of the experiences. The aim of this study is to create awareness and broaden perspectives on the expression of experiencing life with migraines. The focus will be on individual experiences with migraines.
2	Linear versus non-linear narratives: effects on reader's states of mind and narrative comprehension Valeriya Sytnik & Dr. Peter Dixon This study investigates how linear and non-linear narrative structures affect readers' cognitive engagement and subsequent comprehension. Previous research on narrative structures suggest that linear plot events enhance memory retention and comprehension while non-linear narrative events, such as backward and embedded order of events as well as flashbacks and flashforwards, reduce memory and comprehension (Ohtsuka, 1992). This study addresses a gap in cognitive literary studies by examining the mediating role of specific mental states in processing differently structured narratives. We manipulated two short stories – Raymond Carver's "Cathedral" (1981) and Ursula K. Le Guin's "The Ones Who Walk Away from Omelas" (1973) – creating linear and non-linear versions of each. Participants will read one version of each story while periodically responding to thought probes measuring on a Likert scale their states of mind during reading, including transportation, identification, verbalization, imagination, examination, deconstruction, association, and elaboration. Following each reading, participants will be asked to recall the story, and the relation to their mental state at different points in the story will be assessed. Findings will contribute to our understanding of how different narrative structures engage readers' minds and potentially inform literary analysis and educational approaches to literary comprehension.
3	The impact of confirmation bias on memory Jake Gannon & Dr. Kyle Nash

	Previous research has indicated that confirmation bias may have an impact on memory. Specifically, it has been suggested that people tend to remember information better when it aligns with their pre-existing opinions or beliefs. However, previous research on this topic is limited in that it has tested for memory of superficial details of sources, such as memory for the names of article titles in a literature search. My project will address this by testing participants on the detailed information used to support an argument. The study will take the form of an online survey. Participants will first be asked to give their opinion on four topics: school uniforms, gun control, death penalty, and abortion policies. Next, they will read a series of short statements presenting differing perspectives on these issues along with supporting evidence and rate their agreement with each statement. Finally, they will complete a true/false exam to test their memory for these statements. I will examine the relationship between their initial opinion and performance on the true/false test items, as well as the relationship between their level of agreement with each statement and their performance on the true/false items. My hypothesis is that participants will tend to remember information better if it supports their original stance on a topic. In other words, I predict that they will perform better on questions sourced from statements which provide support for their initial opinion.
4	Betting beyond the odds: how gambling-related advertisements and perception of control influence sport betting decisions M. Sinongco, R. Almeida & D.A. Hayward Gambling-related advertisements have become increasingly prevalent across digital platforms like YouTube, Instagram, and television. However, the impact of different advertisement types on sports betting behaviour remains underexplored. This study examines how pre-exposure to various sports betting content, such as traditional ads and Twitch streamers discussing betting, shapes betting decisions. It also explores the role of perceived control, impulsivity, and risk-taking traits in shaping behaviours like bet size, win-stay (keeping the same choice after win), and lose-shift (changing choice after loss). Participants will be randomly assigned to view one of three video conditions: traditional sports betting ads, Twitch streamers discussing betting, or neutral football clips. Eye-tracking data will assess attention to gambling-related content, including fixation counts and duration. Next, participants will complete a coin-flip gambling task in two conditions: half in a choice condition (can select heads or tails) and half in a no-choice condition (participant is told which side of the coin they're betting for). Behavioural measures will include total bet amounts, win-stay and lose-shift tendencies, and speed. Lastly, participants will complete questionnaires assessing impulsivity and risk-taking traits. We predict that exposure to gambling-related content will increase betting amounts and risk-taking compared to neutral content. We expect participants exposed to Twitch streamers will display stronger win-stay and lose-shift tendencies than those viewing traditional ads. Impulsivity and risk-taking traits are also expected to amplify these effects. These findings will contribute to a deeper understanding of what aspects of gambling advertisements influence betting behaviour and inform effective policy-making and responsible advertising strategies.
5	Self-esteem and leadership preferences: the role of uncertainty in autocratic and democratic support Dhanika Purmanan, Kathryn M. Kincaid & David E. Rast III Self-esteem plays a crucial role in individual leadership preferences, but its influence on support for autocratic versus democratic leadership remains unexplored, specifically in contexts of uncertainty (Schoel et al., 2011). This study examines whether self-esteem will predict support for autocratic or democratic leadership styles. It also investigates whether uncertainty moderates these relationships. The hypothesized results are that individuals with low self-esteem will show more support for autocratic leadership, while those with high self-esteem will favour democratic leadership. Using a survey-based quantitative design, randomly assigned undergraduate students will respond to either an autocratic or democratic leadership scenario, with an additional manipulation of high or low-uncertainty contexts. Additionally, uncertainty is expected to amplify support for autocratic leadership among individuals with low self-esteem. The findings from this study will contribute to understanding how personality traits shape political leadership preferences, with implications for leadership development.

6	Language preferences among individuals diagnosed with dyslexia: person-first vs. identity-first terminology Khushleen Dhindsa, Chelsea Arseneau, Elisabeta Havkin, Jenaya Jones, Praveen Prem, & Jacqueline Cummine Dyslexia is widely recognized as a reading and writing disability, yet research on language preference, person-first (“person with dyslexia”) vs. identity-first (“dyslexic person”) terminology remains limited. While the autistic community has engaged in discourse about preferred language, similar discussions in the dyslexic community are lacking. This study aims to address this gap by exploring language preferences among adults with dyslexia (18+) and examining their relationship with self-esteem along with other factors. A survey will be conducted online via REDCap with a minimum of 300 participants. To ensure accessibility, the survey will include audio-enabled questions, speech-to-text tools, phone call completion options, and dyslexia-friendly fonts (e.g., Arial). The 20-question survey will be divided into four sections: inclusion criteria, preference selection tasks, other diagnoses and language preferences, and background information. The Reading-Specific Self-Efficacy Scale will assess confidence in reading tasks, while the Rosenberg Self-Esteem Scale will measure overall self-worth. This study will be among the first to explore how language preferences relate to self-esteem in adults with dyslexia. By identifying factors influencing language use, the findings aim to promote a more inclusive understanding of dyslexia in research and advocacy along with helping us better understand the impact of language use in adults with dyslexia.
7	Endless Scrolling: Examining the effect of a continuous short-form video stream on attention Kraus, H.*, Skofenko, N.*, & Hayward, D.A. (* joint first authors) With the current rise of short-form videos on social media, concerns have emerged about their impact on cognitive function. However, experimental research in this area remains limited, specifically for functions such as attention shifting—the ability to alternate focus between tasks—and inhibition control—the ability to suppress distractions. Moreover, previous studies have not investigated how specific features of short-form videos influence cognitive processes. In particular, how a continuous, non-stop flow of content influences attention. In this study, we will randomly assign participants to a continuous video viewing group and a discontinuous video viewing group. We will use eye-trackers, motion trackers and two cognitive tasks to compare whether video stream affects speed, accuracy, gaze, and swiping behaviour. One task (Stroop) measures attentional inhibition; participants are asked to respond to the colour of a text instead of the meaning of a text. The other task (Number-letter) measures participants' task-switching capabilities; participants are asked to respond to stimuli in different ways based on a prompt. Additionally, we will examine whether personality traits and frequency of short-form video consumption moderate the effect of short-form video viewing on attentional processes. Findings will contribute to the identification of short-form video features that make these apps so enticing and help inform digital well-being, and media consumption habits.
8	Neighbourhood quality as a moderator of the inhibitory control-aggression link in early adolescents: A longitudinal study Lisa Brooks, Dr. Pan Liu & Jaron Tan The rise in aggressive behaviours among youth has garnered increasing attention, particularly given its links to adverse developmental outcomes. Inhibitory control — the ability to suppress a more dominant response and activate goal-directed behaviours — is a well-established predictor of aggression in children and adolescents. Despite prior research on aggression and inhibitory control, few studies have explored how broader environmental factors, such as neighbourhood conditions, modify the link between inhibitory control and aggression. To address this gap, the present study aims to investigate how neighbourhood quality, assessed by objective census tract data, moderates the relationship between inhibitory control and aggression in early adolescents. We recruited 115 youths aged nine to 12 (mean age = 10.91 years, SD = 1.45) from the local communities in Fargo, ND, and Moorhead, MN. Participants first completed an EEG Go/No-Go task at Time Point 1 (T1), measuring inhibitory control through recorded brain activity. Approximately one year later, at Time Point 2 (T2), youths and their parents completed the aggressive behaviours subscale of the child behaviour checklist as a measure of youth aggression. Participants also

	provided their home address, based on which we extracted publicly available census tract data of their neighbourhood quality. We hypothesize that lower inhibitory control, characterized by atypical error-related negativity (ERN), will predict higher aggression and that this relationship will be exacerbated in youth from lower-quality neighbourhoods. Findings from this study may help inform future interventions and policies aimed at improving neighbourhood quality to ensure better developmental outcomes for youth.
9	To what extent is self-schema a moderator of the relationship between neighbourhood socioeconomic status and depressive symptoms? Emma Schuknecht, Jaron X. Y. Tan, Dr. Pan Liu The problems of depression have substantially increased over the past decade among youth living in North America, leading to detrimental outcomes in multiple areas of their life. Previous studies have identified risk factors that contribute to depressive symptoms such as lower self-esteem and lower socioeconomic status. However, few studies have examined the role of self-schemas, the beliefs an individual holds about themselves, in the relationship between neighbourhood factors and the development of depression. Using EEG, self-report, and publicly available data, the current study aims to investigate self-schemas as a potential moderator in the relationship between neighbourhood socioeconomic status and adolescent depressive symptoms. We recruited 115 early adolescents aged nine to twelve (mean age=10.91 years, SD=1.45) from the local communities of Fargo, ND and Moorhead, MN. Participants completed an EEG Self-Referent Encoding Task and reported on their depressive symptoms at Time 1 and Time 2, approximately one year apart. Participants also provided their home addresses, based on which we extracted publicly available census tract data of the socioeconomic status of their neighbourhood. We hypothesize that participants residing in neighbourhoods with lower median income have higher depressive symptoms, though we expect that more positive self-schemas may weaken this relationship. Determining the role of self-schemas in the relationship between neighbourhood factors and depressive symptoms could benefit future research exploring how self-schemas may be fostered as a protective factor against the onset of depressive symptoms.
10	Co-occurrence of homophobic victimization and loneliness in adolescence Sonia Skobkareva, Liana Francoeur & Wendy Hoglund Peer victimization is a form of harm directed toward specific adolescents, with the intent of undermining adolescents' social status and sense of physical safety or well-being. Forms of peer victimization include overt (e.g., physical and verbal aggression), relational (e.g., social exclusion), and homophobic victimization. Homophobic victimization is defined as overt or relationally aggressive behavior that targets adolescents based on their actual or perceived sexual or gender orientation. Two-Spirit, Lesbian, Gay, Bisexual, Transgender, and/or Queer or Questioning (2SLGBTQ+) adolescents are more likely than heterosexual adolescents to experience peer victimization, with greatest risks for experiencing homophobic victimization and also internalizing symptoms. Loneliness is an internalizing symptom which includes a perceived discrepancy between one's interpersonal relationships and relationships they desire. Previous research on the association between homophobic victimization and internalizing symptoms has focused on depression and anxiety. There has been limited research on how homophobic victimization is associated with loneliness, particularly the role of sexual orientation on this association. The current study uses data from a 2 year longitudinal study to examine: (1) the developmental co-occurrence of homophobic victimization and loneliness during adolescence, (2) the directional associations between homophobic victimization and loneliness, and (3) whether sexual orientation moderates the co-occurrence between homophobic victimization and loneliness. Participants included 1,434 adolescents in Grades 7 to 9 who were assessed four times across two school years. Adolescents reported on their experiences of homophobic victimization and loneliness. Results may provide insight on potential preventative strategies that schools can enact to support 2SLGBTQ+ adolescents.
11	Directional associations between language development and peer aggression in middle childhood Connor Peterson & Wendy L. G. Hoglund

	"Middle childhood features a myriad of important changes for language and for how peer aggression manifests. There are at least two forms of peer aggression: overt and relational. Overt aggression, physical and verbal acts intended to cause harm, reduces in frequency across early to middle childhood (Fite et al., 2023). Relational aggression, acts of harm to relationships and social status, begins to increase through middle childhood. There have also been gender differences found in how this aggression is expressed. (Nelson et al., 2022). Language and literacy are skills used for reading comprehension, word identification, and communicating ideas to others. These develop in middle childhood, with new environments and more peer and teacher interaction (Bloome & Green, 2015). Previous research on the association between peer aggression and language and literacy has focused on e. The current study examines: (1) the directional associations between peer aggression and language and literacy over two school years; and (2) gender differences in these associations. Participants included 461 children in Kindergarten (25.4%), grade 1 (22.2%), grade 2 (23.8%) and grade 3 (28.6%) (Mage = 6.8 years, SD = 1.20 years) and 60 teachers (Mage = 37.58 years, SD = 11.23 years) in 63 classrooms located in 10 public elementary schools. Six waves of data were collected over two school years. This study will inform educational strategies to support the children's peer interactions and language and literacy skills in middle childhood."
12	Ethnic awareness and peer interaction quality in early childhood education Livia Eni, Saira John, & Wendy L. G. Hoglund Upon a child's entry into preschool, large advancements in peer engagement occur due to increasingly complex social interactions (Bukowski et al., 2018 as cited in Taylor et al., 2023) and participation in an advanced style of play which includes sharing, turn-taking, and role-playing. As children's interactions with peers grow in complexity, they have more opportunities to practice key social skills such as sociability, effective communication, and assertiveness. Peer interactions can be understood by examining child characteristics, such as ethnic awareness (Howes et al., 2011). A child's ethnic awareness, a central component of identity (Brown et al., 2011), refers to young children's recognition and identification with their ethnic group. Caregivers may foster children's ethnic awareness through cultural socialization practices (CSP) and include efforts of cultural transmission within the home setting (Trang & Yates, 2023). Previous research has focused on the association between peer interactions, ethnic awareness and the moderating role of CSP in adolescents; however, there is limited research on this association in young children. Using a sample of 443 low-income, ethnically diverse children in Western Canada, the current study examines: (1) How do children's ethnic awareness and quality of peer interactions change across preschool and kindergarten? Do changes in ethnic awareness co-occur with changes in peer interactions? (2) Does CSP predict the rate of change in ethnic awareness and peer interactions and moderate the associations between ethnic awareness and peer interactions? This study addresses gaps in the literature on the effects of ethnicity and peer interactions in young children.
13	Construction of Queerness in Coming Out Stories Mitski Pratt & Cor Baerveldt Coming out is commonly viewed as the act of disclosing one's sexual orientation and/or gender identity. Within the context of a heteronormative North American society, the act of coming out is deeply intertwined with social power. Using a Foucauldian lens, for queer individuals, the act of coming out may be viewed as one which reproduces structures of power by drawing on the language, categories, and binaries made available by dominant discourses of sexuality and gender. Alternatively, coming out may be interpreted as an act that resists these structures of power by opening up a new world of possible expressions. In this research we aim to investigate the relationship between coming out and power while grounding this analysis in the lived experiences of queer individuals. We ask the question, how do people who identify as queer navigate the ambiguity of their gender and sexuality, in the context of coming out? Specifically, we will focus on how the truth of the self is produced and constructed via coming out, and the power it reproduces or subverts. Drawing from Wetherell's affect theory (2012), we examine how the affective landscape of coming out informs the meaning-making which occurs within this process. 5-10 semi-structured

	interviews will be conducted and analyzed using a combination of discursive psychology and Wetherell's approach to affective-discursive practices. In this, we hope to gain insight into and create space for the complexities and nuances which occur in the 'doing' of queerness.
14	The impact of faces on cognitive control: The role of facial age and emotional expression Autumn Langner & Sandra Wiebe Subtle biases influence children's processing and regulation of their thoughts and actions. Own-age bias refers to one's tendency to more accurately recognize faces of their own age compared to other ages (Wright & Stroud, 2002). Additionally, studies have shown that emotions can affect cognitive performance, however, most research has used adult face stimuli (Kray et al., 2020). This study will examine the interaction of emotion and facial age on cognitive control using a Go/No-go task. Participants will include 6-7 year old children from the Edmonton area and 17-19 year olds from the University of Alberta research participant pool. The Go/No-go task will include child and young adult emotional and neutral faces. Neutral faces will indicate the GO trials, where participants are instructed to press a button. For a minority of trials, an emotional face (anger or happiness) will indicate the NO-GO trials, where participants should not press the button. The task will include four counterbalanced blocks, representing each combination of facial age and emotion. Performance will be assessed using accuracy and reaction time (GO trials). Data will be analyzed with factorial ANOVA to examine the effects of facial age (same-age vs. other-age) and emotion (angry vs. happy). Results of this study will increase our understanding of how facial characteristics affect children's cognitive processing.
15	Social rejection on moral decision making: What would a narcissist do? Kaitlyn-Rae Tearle & Kyle Nash This study is projected to investigate what the effects of social rejection are on narcissist's moral decisions. Previous research has suggested that understanding the narcissist's moral compass is difficult as it is likely deceptive. Previous research has also suggested the effects of social exclusion vary depending on narcissistic traits, leading some to be more revengeful and aggressive. Undergraduate students enrolled in psychology 104/105 will answer various personality measures, including the FFNI-SF, then get randomly assigned in cyberball in either the rejected or non-rejected condition, then answer various sacrificial moral dilemmas. "Selfishness acceptable" decisions in congruent dilemmas is operationalised as immoral decisions. Hypothesized is that rejected high vulnerable narcissism (VN) participants will make more immoral decisions than non-rejected high VN participants and more than both rejected and non-rejected low VN participants. This study also hypothesizes that rejected and non-rejected high grandiose narcissism (GN) participants won't show significant difference in immoral decisions but will show a difference compared to rejected and non-rejected low GN participants. After data collection, multiple regression will be run to see if there were statistically significant findings. Future research could investigate the interaction of individuals with both high VN and high GN or examine if coping skills for social rejection can help mediate selfish/nonmoral moral decisions.
16	Does teacher burnout moderate the association between teacher-child relationship quality and hyperactivity? Michelle Oke & Wendy L. G. Hoglund In middle childhood the quality of the relationship children form with their teacher has significant implications for their daily experiences in the classroom. Teacher-child relationship quality (e.g., closeness, conflict) might be especially important for children who experience hyperactive behaviours (e.g., difficulty sitting still, fidgeting). Teacher-child closeness may be negatively associated with hyperactivity while teacher-child conflict may be positively associated with hyperactivity. The degree to which teachers experience job-related burnout (e.g., emotional exhaustion) might affect the association between their relationship quality with children and children's hyperactivity. Using data from a one-year longitudinal study, the following research questions are examined: (1) How do teacher-child relationship

	quality and hyperactivity change over the course of the school year? (2) Does relationship quality at the start of the school year predict change in hyperactivity across the school year or vice versa? (3) Does teacher job-related burnout predict relationship quality and hyperactivity and moderate these associations? and (4) Does gender moderate these associations between relationship quality and hyperactivity? Participants included 506 children in Grades 1 to 4 in 60 classrooms across 10 elementary schools. Participants were assessed three times (Fall, Winter, and Spring) over the course of one school year. Findings will highlight tailored strategies to foster teacher support, potentially improving children's behavioural outcomes in middle childhood.
17	Exploring the lived experiences of stigma and its impact on mental health in individuals with FASD K. Rabbani, J. Pei, E. Makowecki, V. Wuest, A. Dann, A. Ray, C. McMorris, D. Milne, D. Fenwick, J. Sanders, L. Mullen-Waryk, M. Tremblay, N. Reid, P. Dewan, R. Martin & R. Seale. Fetal Alcohol Spectrum Disorder (FASD) is a heterogenous neurodevelopmental disorder resulting from prenatal alcohol exposure (PAE), often leading to a wide array of behavioural, cognitive, and physical challenges. Although research has shown that individuals with FASD face higher risks of mental health issues, the role of stigma in exacerbating these challenges is underexplored. Past research in the field focuses on the perspective of caregivers and service providers, with less emphasis on the lived experiences of those directly affected. Recently, there has been a paradigm shift toward valuing these lived experiences, as they provide critical insights that can inform interventions to reduce stigma and improve mental health support. This study aims to explore how individuals with FASD perceive the impact of stigma on their mental health and well-being, and ways in which their perceptions may influence, or are influenced by, their experiences with mental health care and support systems. Utilizing snowball sampling, participants aged 12-40 will be recruited within Alberta and will complete semi-structured one-on-one interviews over Zoom, ideally 10 participants total, from which a descriptive qualitative design will be employed and a thematic analysis will be conducted to identify key themes related to how stigma impacts mental health for this population. This research seeks to deepen our understanding of the psychological effects of stigma in the context of FASD and may support the development of tailored interventions to reduce stigma and enhance mental health care for individuals with FASD.
18	The impact of human and computer opponency on competitive behaviour: Implications for risk-taking and gambling Malmo H. & Dyson B. J. Human-computer interactions increasingly include competitive interactions and involve risk-taking. We aimed to identify any differences in risk-taking behaviour when playing a simple competitive game against a human and a computer opponent. Because people rate playing against computers as less fun than playing against human opponents (Weibel et al., 2008) and because low reward system activation is correlated with increased risk taking (Xue et al., 2010), we expect that people will risk more points when playing against a computer opponent than a human opponent. Using 'Dice Decision', a zero sum competitive game paradigm developed by Dyson (2024), we measured participant risk taking by the average value of the dice they chose throughout the trials, which corresponded to the magnitude of points they won or lost in each trial. We will analyse repeated measures data from a self-selected sample of 96 University of Alberta undergraduate students. Further analyses will determine whether a model of risk taking and opponent type can include fun as a mediating variable. The results of this study will have implications for competitive decision-making and gambling research as well as a broad range of human-computer interactions.
19	The moderating effect of residential instability on the relationship between reward processing and internalizing psychopathology in early adolescents Tiffany Chan & Dr. Pan Liu Depressive and anxiety symptoms (internalizing symptoms) have become increasingly prevalent in youth over the

	years. These symptoms are linked to poorer developmental and health outcomes in later life. One cognitive process that has been commonly associated with internalizing symptoms is reward processing. Environmental factors (e.g. socio-economic status, poverty levels, and neighbourhood conditions) have also been linked to increased risk of depressive and anxiety symptoms in adolescents. However, it remains unclear how reward processing interacts with residential environments to predict internalizing symptoms in youth. The study used an EEG Doors Task to examine reward processing in a community sample of 115 typically developing nine-to-12-year-old youth in the Fargo-Moorhead area. Participants completed questionnaires to report on their depressive and anxiety symptoms. Participants also provided their home addresses, which were geocoded according to census tracts for data on residential stability (e.g. number of moves, occupancy rates and status). We hypothesize that residential stability will moderate the relationship between reward processing and internalizing symptoms. These findings would highlight the joint roles of residential stability and reward processing in contributing to the development of adolescent internalizing psychopathology.
20	The influence of teacher-child relationship quality with sociometric and perceived peer popularity in middle childhood Raya Q. Bibkewich & Wendy L. G. Hoglund Throughout middle childhood, children's peer relationships become increasingly prominent, including the prevalence of popularity among peers (Wentzel et al., 2021). Peer popularity includes two related but distinct forms: sociometric and perceived. Sociometric popularity refers to children who are noticed by peers and also well-liked (Janošević & Petrović, 2018). Perceived popularity refers to children who are noticed by peers and have some degree of social influence, but are not necessarily liked. During middle childhood, while relationships with peers are salient for children's development, relationship quality with other prominent figures are also important, including teachers (Endedijk & Breeman, 2022). Teacher-child relationship quality includes positive (closeness) and negative (conflict, dependency) dimensions (Magro et al., 2024). Whether peer popularity is associated with the quality of relationships children share with teachers remains unclear. The current study uses data from a 2-year longitudinal study to investigate: (1) How peer popularity and teacher-child relationship quality change over the course of two school years, (2) The directional associations between peer popularity and teacher-child relationship quality, and (3) Gender and grade-related differences in the association between peer popularity and teacher-child relationship quality. Participants included 506 children in kindergarten to Grade 3 who were assessed 6 times over 2 school years. The current study will add to understanding of how the association between peer popularity and teacher-child relationship quality may unfold.
21	Marital conflict and children's cool and hot inhibitory control Kinew Moosewaypayo, Sandra Wiebe, Terri Ciavardini, Zachary Meyer, Delaram Bagheri Rad, Julie Olsen, Elham Ayman & Farah Alnagar "Marital conflict has been shown to influence children's emotional, social, and academic development. However, limited research has explored its impact on inhibitory control, particularly within an emotional context. Inhibitory control, which includes both cool (emotionally neutral) and hot (emotionally motivational) processes, plays a crucial role in children's self-regulation and behavioral outcomes. The present study aims to investigate the potential correlational relationship between marital conflict and children's cool and hot inhibitory control. Data will be drawn from the CHIC study, an ABCD lab study, and marital conflict will be assessed using the Revised Dyadic Adjustment Scale. By examining this relationship, the study seeks to expand the existing body of literature and address a critical gap in understanding how exposure to marital conflict may differentially impact cognitive and emotionally driven aspects of inhibitory control in children. Findings from this research could have important implications for family interventions and child development programs to foster self-regulation skills in children exposed to high-conflict family environments."

22	Associations between peer aggression and school engagement in middle childhood Brijesh Nagarathinam & Wendy L. G. Hoglund During middle childhood, children's interactions with their peers may have implications for their engagement in learning activities (Cinar et al., 2023). Peer aggression includes both overt and relational forms. Overt aggression refers to physically and verbally harmful behaviours, while relational aggression includes indirect acts of harm (Crick, 1995; Broidy et al., 2003). School engagement refers to the ways children engage emotionally and behaviourally in school activities (Fredricks et al., 2004; Glanville & Wildhagen, 2007). Few studies investigated the co-occurrence between overt and relational aggression with school engagement but these studies focus on older students instead of children during middle childhood (Roesser et al. 2002). The current study examines (1) the co-occurrence of overt and relational aggression with school engagement during middle childhood, and (2) whether gender moderates these associations. Participants included 506 children in grades 1 to 4 in 60 classrooms in 10 elementary schools in Western Canada. Children were assessed three times over one school year (fall, winter and spring). The current study will inform strategies to target children's school engagement in classrooms.
23	Investigating the impact of summaries on interest in rapid serial visual presentation Om Patel Rapid serial visual presentation is a technique used to display words one by one at potentially high speed. However, comprehension and engagement of the text remains a concern in RSVP. I hypothesize that adding a summary with contextual information will help readers understand key elements of the story and improve their understanding of the story at rapid presentations. Further, I anticipate that with better comprehension, readers will be more interested and less likely to mind wander. In the study, participants will read two different short stories, one with a summary and one without. The RSVP rates will be 150, 200, or 300 words per minute. Periodically, participants will be interrupted and asked to rate the extent to which they are on task. At the end of the story, participants will respond to a short comprehension test and will be asked to rate their interest in the story. If summarization enhances interest, mind wandering should be reduced, particularly at rapid presentation rates.
24	Spotting a liar: Interpreting motion and gaze that conceals or reveals a choice Megan Loepelmann, Isabelle Suen, & Dana Hayward People naturally use cues to infer the intentions of others, and they can spontaneously modify their behaviours to deceive others as to their intentions. Previous research has analyzed gaze and motion behaviours separately to show how they convey or conceal information. To take a more holistic approach, our study focuses on both eye and computer-mouse tracking data to assess whether multiple sources of information provide contrasting or complementary sources of information. The current study is an extension of previous work by Foulsham and Locke (2015) which examined how people changed their behaviour to deceive others, and what cues people used to infer the choices made by others. In Phase 1 of our study (N=64), participants viewed an array of four images, and selected which one was their least favourite. However, for the latter half of the trials, they were told to conceal their choice from a potential observer. Then, the mouse and gaze behaviours of Phase 1 participants will be shown to participants in Phase 2, and they will guess which image the Phase 1 participant chose as their least favourite. This design allows us to examine how accuracy is affected by honest versus deceptive intent. Further, we will examine the role of personality in the relationship between movement patterns and deception. The findings of this study could further the understanding of how people extract meaning from others' behaviours, and reveal whether it is more difficult to deceive someone when an individual must choose their least favourite stimuli.
10:15 AM – 11:15AM CCIS PCL Lounge	
Session 2: Poster Presentations	
1	More experience, more deliberation? Rethinking the role of reading experience in semantic plausibility

	Linette Anyiacha, Dr. Thomas Spalding & Dr. Christina Gagne Language experience shapes how individuals process meaning, enabling greater precision in interpreting novel information. While reading experience plays a crucial role in this process, the mechanism by which it interacts with lexical properties remains unclear. This study examines how reading experience mediates the effect of entropy (semantic ambiguity) on plausibility judgments during compound word comprehension. Participants completed a Possible Relation Task (PRT) to assess their interpretation of compound words under different semantic priming conditions (related or unrelated), and an Author Recognition Task (ART) to measure reading experience. Results revealed that priming condition did not significantly affect response times or accuracy. Higher entropy was associated with longer response times and a lower likelihood of selecting the most frequent interpretation, while greater reading experience correlated with increased response times rather than faster comprehension. These findings suggest that reading experience fosters deeper semantic processing rather than expediting meaning resolution for high-entropy words. The ambiguity inherent in compound words remains a primary driver of comprehension difficulty, independent of immediate context. Rather than mitigating entropy's effects, reading experience may introduce an additional layer of complexity, encouraging deliberation and broadening interpretive possibilities. While it may "level the playing field" by ensuring consistent engagement across participants, it simultaneously presents another form of entropy that is rooted in cognitive effort rather than lexical frequency or transparency.
2	Wait for it: the impact of spatial arrangement on social interaction and collaborative problem-solving Maddie Lesage, Erika Vanden Berg, Jaydaan Bayne, Breagh Cotton & Dana Hayward It is known that the built environment has an impact on how humans interact with each other, yet how spatial configurations within a built environment shape social engagement and collaboration remains unclear. In this study, we looked to examine whether different seating arrangements impact social interaction and collaborative problem-solving. In pairs, participants (n = 152) were placed in one of three possible seating configurations: side-by-side, back-to-back, or diagonal across the room. They were asked to wait for 5 minutes, and we measured whether they engaged in a conversation and how long it took them to talk. Following the waiting room, participant pairs then worked to solve a 150-piece puzzle in 15 minutes. Both participants wore eye trackers during this portion to measure the number of fixations on their partner and to observe each group's chosen strategies. We found that room configuration significantly impacted the time to initiate a conversation, with participants in the back-to-back configuration taking the longest to start a conversation. While we found no difference in puzzle completion rates or frequency of looks at partners across room configurations, there was, however, a negative correlation between looks to partner and puzzle completion. This finding may suggest that searching for social cues, rather than focusing on the task, hinders problem-solving. While findings did not support a direct link between seating and problem-solving, our findings underscore the importance of how environmental design shapes human interactions.
3	Shared struggles: perceived similarity between stigmatized groups and reducing outgroup biases Kriza Begnaen, Angela C. Ma & David E. Rast III Previous research demonstrates that heightened salience of ingroup discrimination fosters positive relations among groups sharing a common identity dimension (e.g., two racial minority groups) but exacerbates negative relations between groups lacking such shared dimensions (e.g., a religious minority and a sexual minority group). Prior studies show that emphasizing similarities and shared experiences can enhance intergroup relations among stigmatized groups, even in the absence of shared identity dimensions. This study partially replicates Experiment 5 from Cortland et al. (2017), with the primary distinction being the focus on anti-FNMI (First Nations, Inuit, and Métis) biases rather than anti-Black biases. Participants, consisting of white women, will be randomly assigned to either a neutral mindset condition (describing a single image) or a similarity-seeking mindset condition (identifying similarities between two images). Subsequently, they will be randomly assigned to a control condition (reading a passage on

	left-handedness) or a sexism-salient condition (reading a passage about ongoing sexism) before self-reporting their attitudes toward FNMI individuals. We hypothesize that participants in the similarity-seeking mindset condition will exhibit reduced anti-FNMI bias as compared to those in the neutral mindset condition.
4	The power of control: How stressor-controllability shapes gendered stress responses and behaviour Grace Christiansen & Aisha Memon "The ability to control stressors plays an important role in our emotional and behavioral responses, yet gender differences in these effects remain underexplored in humans. Stressor controllability refers to the degree to which an individual perceives that they can influence, modify, or escape a stressful situation. Our study investigates how stressor controllability affects self-reported stress levels, risk-taking behavior, and emotional sensitivity, with a focus on gender-based differences. We hypothesized that participants who experienced more control over a stressful task would exhibit lower stress levels, reduced risk-taking behavior, and less emotional sensitivity compared to those in a less controllable stressor condition. Based on prior animal research by Baratta et al., (2023), we also predicted that males would derive greater benefits from increased control than females. To test these hypotheses, individuals were measured after viewing stress-inducing imagery using the Balloon Analogue Risk Task (BART) and the emotional Stroop task, with steps taken to assess participants' stress levels after each trial. This research aims to explore how perceptions of control in stressful environments shape mental and behavioural responses, with the goal of informing and advancing interventions that promote adaptive coping in high-stress conditions. Keywords: stressor controllability, stress responses, risk-taking behavior, emotional sensitivity, gender differences"
5	Event Parsing Your Favourite TV Show! Do ADHD traits relate to event segmentation and memory? Ava Nakonechny, Olivia Dul, Madison Oslund & Dr. Hayward "Imagine you are watching your favorite TV show and pressing a button to mark when one scene ends and another begins: this process is called event segmentation (ES). In everyday life, ES helps us organize information, however less is known regarding the link between ADHD traits, ES and memory for those events. This study investigated whether individuals with varying levels of ADHD (low & high) process social vs. non-social events, exploring differences in attention and memory. 74 participants watched a six-minute video depicting social interactions, and indicated via button presses when one event ended and another began. Participants first identified non-social events (actions/objects) followed by social events (interactions between people). Next a memory task was run, which included twenty-four still frames taken from the previous video (half altered, half unchanged); participants had to indicate whether the scene was altered from the video or not. Eye tracking technology was used. In the event segmentation task, participants identified three unique breakpoints for social events and one breakpoint for non-social tasks, suggesting participants process these aspects differently. In the memory task, accuracy was higher for unchanged scenes than altered ones, which did not vary based on ADHD traits. Our study demonstrated insufficient variability in ADHD traits, which could be due to the majority of our sample scoring low, thus we plan to continue collecting data. In sum, our current findings suggest that there isn't a link between ADHD traits and attention/memory."
6	Emotion regulation and cultural orientation: the mediating role of fear of happiness Kate Cababat & Dr. Sandra Wiebe There is emerging research on cross-cultural differences in emotion regulation strategies, particularly between individualistic and collectivistic cultures. However, there is a lack of research looking at underlying factors influencing the use of suppression as an emotion regulation strategy, particularly the potential role of cultural beliefs about emotions. This study investigates whether fear of happiness, which reflects concerns about the potential negative consequences of joy, mediates the relationship between cultural orientation and the use of suppression as an emotion regulation strategy. Past research has shown that collectivistic cultures, such as those in East Asia, emphasize social harmony, leading to a greater reliance on suppression to regulate emotions. In contrast,

	individualistic cultures, such as in Western countries, prioritize emotional expression due to its perceived benefits towards personal achievement. Using a cross-sectional and correlational design, the following self-report measures will be administered online: Fear of Happiness Scale, Individualism-Collectivism Scale, and Emotion Regulation Questionnaire. This study will use mediation analysis to examine the data and to investigate whether cultural beliefs about emotions accounts for the utilization of suppression and explores the emerging concept of fear of happiness. The findings aim to address gaps in cross-cultural research, offering practical implications for mental health interventions to culturally diverse populations and advancing our understanding of emotion regulation across different contexts.
7	“Universities should be doing a lot more”: Autistic Student-Centered Priorities for Change in Post-Secondary Education Lincoln Tate Ripley, Anyu Wang Chris Bendevis, Emily Coombs, Christina Devlin, Mica R. Pabia, Nat Raedwulf Pogue, Hannah Santilli, Izzy Weigel-Mohamed, Jade Hauser, Helen Ma, Sandy Thompson-Hodgetts & Heather M. Brown "Background: Research on belonging in Autistic post-secondary students (PS) explores barriers and experiences that affect their academic and social outcomes.1, 2, 3 Many report a lack of belonging, which refers to acceptance and value from others. Belonging is crucial for success and motivation, calling for systemic changes in PS institutions.4, 5 However, few studies have explored Autistic students' perspectives on institutional changes.6 Objectives: This study amplifies Autistic PS students' voices in shaping changes to enhance their sense of belonging on campus. It explores (1) changes students believe are necessary to foster belonging and (2) themes institutions should address for more inclusive environments. Methods: The Belonging Questionnaire (TBQ) explored the experiences of 27 Autistic adults from diverse backgrounds, all with at least six months of PS education in Canada. Responses were analyzed using reflexive thematic analysis to identify key themes. Results: Four main themes emerged: (i) Co-creation of an inclusive culture, with subthemes of partnership with Autistic students and valuing academic contributions, (ii) Access in university environments, including accessibility in learning, tailored services, and sensory regulation opportunities, (iii) Support navigating connections, such as faculty relationships, community connections, and communication channels, and (iv) Understanding the Autistic experience, focusing on education for non-Autistic students/faculty/staff and normalizing Autistic ways of being. Conclusion: This study highlights the importance of involving Autistic students in shaping institutional change.8 The themes identified reflect calls for inclusion and emphasize the need for genuine collaboration to bridge the gap between advocacy and action.9 "
8	Prenatal Cannabis Exposure and Infant Motor Development: Potential Implications Harini Senasekera, Sophie Elliott, Jacqueline Pei, Lesley Brennan, Matthew Hicks & Anne Hicks Prenatal cannabis exposure (PCE) is a growing public health concern in Canada following the legalization of recreational cannabis use in 2018 (Health Canada, 2024). PCE, resulting from pregnant women consuming or being exposed to cannabis, may affect fetal development and early childhood outcomes (Mulligan & Hamre, 2023). There have been mixed findings within available research regarding the effects of PCE on infant motor development, with some evidence of potential negative impacts (Hiraoka et al., 2023) and others finding no significant associations (Avalos et al., 2024). There are limited longitudinal human studies investigating the risks associated with PCE, and the biological mechanisms of in-utero exposure to cannabis are largely unknown. As a result, there is limited evidence-based information available for families regarding the potential impacts of cannabis use on prenatal development. The current study investigates the potential impacts of PCE on infant motor (i.e., gross motor, fine motor, overall motor) development, and explores relationships between the method of cannabis consumption (i.e., smoked, vaporized, consumed in food/drink) and infant motor development. As part of a larger longitudinal cohort study of mothers who consumed or were exposed to cannabis while pregnant, the current study will explore whether

	PCE is associated with observable differences in normative early motor milestones, and potential variations based on consumption method. The outcomes of this study have implications for public health guidelines and will inform future research into the effects of cannabis exposure during pregnancy.
9	Linking intracranial pressure rises to brain volume perturbations in hemorrhagic stroke Grace Kunnel, Dr. Anna Kalisvaart, & Dr. Frederick Colbourne Intracerebral hemorrhage (ICH) is a severe stroke with high mortality and lasting impairments. Bleeding and swelling increase pressure inside the skull (intracranial pressure (ICP)), raising the risk of further brain damage and death. Treating high ICP is a critical clinical need. Our lab discovered that distal brain regions to the bleed shrink, which we hypothesize is a compensatory mechanism to limit ICP rises. We believe that the magnitude of tissue compliance (TC) may correlate to improved outcomes in ICH patients. We initially documented a size reduction of undamaged brain regions after ICH in rodents and recently humans (imaging study). In models, brain cells shrink and become more tightly packed, causing some sublethal injury. To confirm that high ICP causes TC we hypothesize that separately lowering ICP in rodents using decompressive craniectomy (DC), will result in reduced TC. By understanding TC, its mechanisms, and the conditions under which it occurs, we hope to therapeutically target it to further reduce mortality and morbidity in ICH patients.
10	Red, blue, and ew: the relationship between political ideology, disgust, and punitive attitudes. Caydence Brace Disgust has been shown to be a powerful moderator in decision-making processes, particularly in moral judgments. People who identify with conservative values tend to report higher levels of disgust sensitivity and are more likely to react strongly to violations of purity and disgusting stimuli. Further studies indicate that conservatives hold more punitive attitudes and are proponents of harsher punishments or react strongly to moral transgressions in particular domains. This study attempts to investigate the understanding of ideology and the alignment with particular political parties by establishing the relationship between conservatism, disgust sensitivity and punitive attitudes. The proposed research aims to determine if conservatives will be more likely to give harsher punishments after exposure to disgusting visual stimuli. Participants will complete a scale to identify their political ideology and then will either be exposed to disgusting visual stimuli or a matched control, after which they will complete a measure of punitive attitudes by assigning punishment to ten hypothetical moral violations. The results of this study may provide more literature on the construction of ideology and the ways in which moral judgments are influenced by political leaning and emotion-inducing stimuli.
11	Situated ethnic identity and well-being among international students in Canada Anny Kwon, Kimberly A. Noels & Isabel Yek En Ng "Situational variations in ethnic identity have been hypothesized to be related positively and negatively to well-being. Although studies have explored situated ethnic identity and well-being in first-generation immigrants, few have examined this relation in international students. Studying international students is important because acculturative stressors directly impact their identity negotiation, well-being, and sociocultural adaptation in Canada. Moreover, much of this research has been conducted using self-report questionnaires, which require participants to respond to hypothetical scenarios. The proposed research uses the experience sampling method (ESM) to look at the relation between situated identity variability and well-being in international students. ESM involves collecting data in real-time across various situations throughout a specified time period, and thus provides a more ecologically valid approach to understanding situational variations in behaviour. As a result, this method allows us to increase the generalizability of our findings beyond the international student population at the University of Alberta. Prior to the ESM period, the participants will complete an initial questionnaire including self-reported measures of ethnic identity and well-being. We will then prompt participants through electronic notifications at predetermined intervals, gathering data at three points each day over the course of one week, resulting in 21 sets of data. After each prompt, the participants will

	report their feelings of identity and well-being at that moment. This research has implications for understanding the interplay between situated ethnic identity and well-being. By capturing identity variability in real-time, our findings could inform programs supporting international students' cultural adjustment and psychological well-being."
12	The autocracy exception: How political ingroup status shapes tolerance for authoritarian leadership Saraiah A. Cottrell-Callbeck & Kathryn M. Kincaid Research on leadership style demonstrates a general preference for democracy and inclusivity over autocracy; however, situational factors may undercut this preference (Kincaid et al., n.d.). The present proposal seeks to investigate the relationship between ingroup status and leadership style preference and whether political ingroup leaders are evaluated leniently for being autocratic compared to political outgroup leaders. The hypotheses state that (1) overall, an autocratic leader will receive less support than a non-autocratic leader, (2) an outgroup autocratic leader will receive less support than an ingroup autocratic leader, and (3) an outgroup non-autocratic leader will receive less support than an ingroup non-autocratic leader. The proposed research is an experimental replication study following a between-subjects design in which participants must be registered voters. Participants will report their political orientation. Following, participants will read a political candidate's manifesto that manipulates leadership qualities, including the leader's ingroup status (ingroup vs. outgroup: determined by participants' political orientation) and leadership style (autocratic or non-autocratic). Finally, participants will evaluate the leader, and the level of their support for the leader will be measured. The expected results are that political ingroup status will influence the relationship between leader support and leadership style preference, such that participants will evaluate ingroup autocratic leaders with leniency compared to outgroup autocratic leaders.
13	Bias and Leadership Rhetoric: An Analysis in Competitive and Cooperative Contexts Andrei Gatchalian, Angela Ma, David Rast III, & Michael A. Hogg Intergroup Leadership Theory suggests that in the face of identity threat, leaders who emphasize interdependence are perceived more positively than those promoting a shared collective identity. In this study, we examined two leadership rhetorics: the Common Ingroup Identity Model (which fosters a collective identity) and the Intergroup Relational Identity Model (which emphasizes interdependence) in reducing intergroup conflict within competitive vs. cooperative contexts. A sample of 407 undergraduate psychology students participated in a 2x2 between-subjects design, where they read two out of four fictional articles. One article described a departmental funding scenario, with students either collaborating (cooperative) or competing (competitive) for funding. The second article described a Students' Union VP candidate, who either advocated for interdependence while maintaining separate identities (IRIM) or promoted a unified identity (CIIM). We measured outgroup and ingroup bias, focusing on bias in favor of the outgroup, a relatively understudied aspect of intergroup conflict reduction. Results revealed a significant main effect of context, with cooperative settings fostering greater bias in favor of the outgroup. Leadership rhetoric had a marginally significant effect, with leaders emphasizing interdependence (IRIM) increasing bias in favour of the outgroup. These findings suggest that fostering interdependence rather than a shared identity may be more effective in conflict resolution, particularly in cooperative environments. Implications extend to intergroup relations in academic, organizational, and political settings, where leaders must navigate identity threats while promoting cooperation.
14	The feasibility of measuring the mental stress of parents of a child with tracheostomy during their hospital journey Sela Scott, Daniel Ofosu, Elise Kammerer, Haley Turnbull, Michael Van Manen, & Maria Castro-Codesal Advancements in healthcare technology have increased pediatric tracheostomies, leading to challenging parent-doctor conversations and heightened parental stress. This study explores the feasibility of measuring mental stress in parents of a child with a tracheostomy and identifies potential influencing factors as their child progresses through the hospital. This longitudinal, descriptive survey-based study involves parents of a child who received a

	tracheostomy at the Stollery Children's Hospital, tracking their stress from insertion to discharge. The Pediatric Inventory for Parents (PIP), a validated scale for measuring mental stress in parents of critically ill children, was completed at three time-points: 1) within two weeks of ICU tracheostomy placement; 2) within two weeks following discharge to the inpatient unit; and 3) two weeks before discharge home. Sociodemographic data was also collected. Six parents were targeted for recruitment from September of 2024 to January of 2025; five were successfully recruited. Of these, sociodemographic data was collected from three parents, and one completed all assessments. This participant showed net increases across all PIP subscales (communication, medical care, role function, and emotional distress) in frequency and duration. Preliminary engagement suggests parents are willing to share their experiences, though critical care demands must be considered. Ongoing recruitment and data collection will help identify patterns in mental stress and sociodemographic factors over time, contributing to an understanding of the personal experiences of these families.
15	My Hopeful Bento Box: A strength and hope-based virtual lesson for grade-two students Sophie Rabbie, Denise Larsen, Rebecca Hudson Breen, Chelsea Hobbs, Kenneth Murdoch, Natalie Kuhn, Amy Badger, Averi Iwaniuk, Cass Thorpe, Kate Holmlund, Najla Rahall, & Regan Holt The COVID-19 pandemic negatively impacted students' learning outcomes and well-being, increasing hopelessness and distress (Barnette, 2023). Hope is a protective factor against student stress (Marques, 2016) and a strong predictor of future healthy development (Ciarrochi et al., 2015). The Strengths, Hope and Resourcefulness Program for School Mental Health (SHARP-SMH) is a participatory action research project that implemented hope-focused lessons within the classroom during the pandemic to promote psychological wellness among teachers and students (Hope Studies Central, 2021). The current project explores a virtual hope-focused intervention titled My Hopeful Bento Box, one lesson in the SHARP-SMH program. The lesson is designed to increase hope and develop emotional regulation strategies. Employing thematic analysis (Braun & Clarke, 2006), the study answers the research question: How do grade-two participants represent and describe hope in a Bento Box online activity? Seven grade-two French immersion students participated in English focus group interviews about their experience participating in the hope activity. Five primary themes and 12 sub-themes emerged from the data. Primary themes are named as: (a) Relational Hope; (b) Transcendent Hope; (c) Finding Hope; (d) Stories of Hope: Lost and Found; and (e) Hope and Positive Emotions. Findings from this study hold potential implications in the development and delivery of hope-focused classroom interventions. Findings also provide early evidence for unique elements in the developmental trajectory of hope in children. Future research will integrate these findings.
16	Culture and aesthetics: a cross-cultural comparison of Japanese and Mongolian children's aesthetic styles Tamkee, K., Bayart-Od, T., Kelly, R., Patel, M., Khoshkish, T., Parvez, S., Jamal, E., & Masuda, T. Individuals from different cultural backgrounds exhibit variations in cognitive processes such as visual perception and attention. For example, cultural differences in visual attention patterns have been attributed to differences in culturally endorsed cognitive-processing styles (analysis vs. holism) and social orientation (independence vs. interdependence). Cultural products such as artwork can be used as a window to gain insight into how individuals perceive the world and situate themselves within it. This study investigates whether children from ecologically similar environments who endorse similar cultural meaning systems will exhibit similar aesthetic patterns of expression when asked to draw a landscape image. Participants included 375 Mongolian and Japanese children in grades 1 to 12 (170 Males, 203 Females, 2 Other, Mage = 11.13, SD = 2.97), who drew a landscape image depicting either a familiar scene based on their daily experiences or a realistic scene based on their imagination. The results of this study show that children from both cultures produced landscape images with similar patterns, as evidenced by most pictures depicting the horizon in the top half of the frame and containing mountains, rolling hills, and traditional housing. Moreover, age and the interaction between age and culture influence children's aesthetic expressions.
17	Face value: Do emotional faces impact the working memory of 6-year-old children? Olivia Tiessen & Sandra Wiebe

	While past evidence suggests emotional facial expressions interact with working memory, the exact nature of this relationship is poorly understood, especially during middle childhood when working memory development slows down. To examine this relationship, 36 6-year-old children completed a 1-back working memory task during a virtual study session. Stimuli were cartoon faces of boys and girls showing 5 emotional expressions (happy, sad, neutral, angry, or fearful). Faces were shown one at a time, and participants were instructed to respond based on whether each face's gender matched the previous face. Accuracy and response time were analyzed using two 2-way repeated measures ANOVAs, the first testing the effect of trial type (match vs. mismatch) and current-trial facial emotion, and the second testing the effect of trial type and previous-trial facial emotion. For current-trial emotion, no significant results were found. For previous-trial emotion, there was a significant interaction between trial type and emotion for accuracy only; no effects were significant for response time. Simple main effects follow-up tests showed that for target trials, anger (82.6%) differed in accuracy from both neutral (76.4%) and fear (77.2%) trials. These results suggest that emotion does affect working memory in middle childhood: children may attend more to angry faces leading to improved performance.
18	Training for Competition: How Practice Difficulty Shapes Performance in Ghost Blitz K. Allison & B. Dyson The "lighting fast shape and colour recognition game" (Zeimet, 2010), known as Ghost Blitz, is a useful tool to study cognitive phenomena (Dyson, 2024). The game operates on two rules: the first rule of the game states that if the card shows one of the objects in its correct colour then players are to grab the corresponding object as quickly as possible. The second rule of the game states that if the card shows neither object in its correct colour the players are to select the only object that is not represented in either colour or shape by the two images on the card. The second rule of the game is, therefore, more cognitively demanding than the first rule. The present study utilizes the Ghost Blitz method alongside novel Competitive Touch Table (CTT) technology to examine the impact of practice on participants' accuracy in a competitive setting. Participants completed two blocks of the game: the first which they played solo and were exposed to either Rule A or Rule B twice as often as their opponent. After this practice phase, participants engaged in a competitive version of the game, consisting of equal trials of each rule. The expected outcome was that participants who were exposed to the more cognitively demanding practice block show reduced accuracy in the competitive block compared to those who were exposed to the cognitively easier practice block (Barutchu et al. 2013; Dyson, 2024).
19	Rolling the dice: The influence of opponent type and competitive context on risk-taking Marie-Eve Mallet & Benjamin James Dyson This study examines the influence of competitive context and opponent type on risk-taking behaviour, exploring how previous experiences in different competitive settings might influence subsequent decisions. The literature suggests that individuals may alter their risk-taking behaviours depending on whether they are competing against a human or a computer opponent (Ravaja et al., 2006; Reniers et al., 2016; To et al., 2018). The study aims to address two key questions: (1) Does competing against a human opponent increase risk-taking behaviours compared to competing against a computer? (2) Do individuals carry over risk-taking tendencies from one opponent type to another in subsequent rounds? Using the Dice Decision paradigm, participants (N = 96) completed four counterbalanced blocks of 90 trials, competing against either a computer or human opponent under two scoring conditions, one where the sum of the dice are converted to points (+/- X) and another where the player gains or loses a single point (+/- 1). The average of high-numbered dice selections (five or six), indicative of risk-taking, will be analyzed across blocks to assess the impact of opponent type and the potential carryover effect. It is predicted to find a main effect of opponent type, with participants selecting high-numbered dice more often when playing against a human opponent compared to a computer, with risk-taking behaviour continuing after switching from a human to a computer opponent, indicating a carryover effect. Results will contribute to a deeper understanding of how competitive dynamics and prior

	experience influence decision-making and risk-taking behaviours.
20	Harder training, better results: investigating the impact of task-difficulty training and competition on task-switching in Ghost Blitz Yihang Wang & Ben Dyson Task switching, the process of alternating between different cognitive tasks, is traditionally studied in controlled laboratory settings. However, gamified paradigms like Ghost Blitz offer novel opportunities to examine these processes in engaging, competitive contexts (Dyson, preprint). Previous research suggests that switch costs—reflected in slower reaction times and lower accuracy—can be modulated by practice (Rogers & Monsell, 1995). Building on these findings, the present study investigates whether participants who receive rule-specific training on more challenging Ghost Blitz tasks (requiring stronger top-down processing) show greater cognitive flexibility than those trained on easier tasks. 100 undergraduate participants are randomly assigned to one of two training conditions: (1) emphasis on the more difficult rule; or (2) emphasis on the easier rule. Both groups complete 240 trials of solo training, followed by 240 trials of competitive gameplay against an opponent. Task-switch costs, particularly the asymmetry when transitioning from harder to easier tasks, are the primary outcome measures, alongside overall accuracy and reaction time (Wylie & Allport, 1999). We hypothesize that participants trained on the more difficult tasks will exhibit reduced switch costs, less asymmetry in task transitions, and enhanced performance under competitive pressure. This outcome would highlight the pivotal role of task difficulty and targeted practice in fostering cognitive flexibility. The findings have implications for the design of training protocols and competitive environments, highlighting how structured practice on challenging tasks can enhance adaptive decision-making in dynamic, real-world scenarios.
21	Raising the Stakes: How Risk Amplifies Switch Costs in Competitive Task-Switching Abdul Majid El Rifai & Dr. Ben Dyson Switch costs are defined as increased reaction times and lower accuracy when individuals switch between tasks, reflecting the cognitive effort required to update mental models (Monsell & Rogers, 1995). They are reliable implications of task-switching, where participants are required to alternate between tasks that recruit different attentional resources. The goal of this research is to investigate the effect of increased risk on switch costs, since risk has been associated with increased cognitive load. This experiment utilizes a paradigm based on the board game “Ghost Blitz” to foster ecological validity, where participants are presented with a target stimulus (containing two distinct shapes and colours) and five response options containing an object with a distinct colour. Participants are tasked to pick the appropriate option corresponding to the target stimulus according to Rule A (perfect match to the stimulus) or Rule B (perfect mismatch to the stimulus), based on the trial type. 86 participants from the University of Alberta played competitive “Ghost Blitz” in dyads on Competitive Touch Tables (CTT), where they faced each other in 2 conditions, risk (interdependent scoring) vs. no-risk (independent scoring) conditions. In the no-risk condition, participants' scores were independent and unaffected by their opponent's performance, whereas, in the risk condition, incorrect responses penalized the participant and simultaneously rewarded their opponent, introducing competitive pressure. We speculate that switch costs will be amplified under increased risk, since the added cognitive load is expected to further deplete available cognitive resources, manifested through greater deficits in reaction time from the no-risk condition.
22	Cross-cultural differences in cognitive flexibility: Influence of authority priming Debadrita Chowdhury & Dr. Sandra Wiebe "Research shows that people from East Asian and Western cultures think differently due to their cultural backgrounds. Recently, attention has turned to South Asians, who share similarities and differences with both East Asians and Westerners. However, there's a lack of cross-cultural studies focusing on South Asians, sometimes even being grouped together with East Asians. One relevant cultural difference may be in cognitive flexibility, which is the

	ability to switch between thinking about different rules and tasks. East Asians tend to outperform Westerners in cognitive flexibility tasks, but there is limited research on South Asians. Cultural factors, like how important how social stimuli are, can also culturally vary. East Asians are more affected by social stimuli than Westerners, and South Asians may be influenced like East Asians, but more when the stimulus is of an authority figure compared to a peer figure. This study aimed to explore how adults from different cultures perform on a cognitive flexibility task, after being primed with social concepts of authority and peers. I hypothesized that East Asians would show the highest cognitive flexibility, followed by Westerners, and then South Asians. The type of social priming (authority vs. peer) is expected to affect each group differently, with East Asians influenced by both, South Asians primarily affected by authority primes, and Westerners relatively unaffected by either. Investigating these differences may help us understand cultural underpinnings of variations in cognitive flexibility, and be relevant in considering how different executive function tasks may be administered to different cultural groups."
23	Cannabis and sleep: Investigating the effects of CBG on brain rhythms during a sleep-like state M. Tarapaski, A. Stein, M. Prostebby, & C. T. Dickson In 2023, 45% of medicinal cannabis consumers claimed to prefer cannabis as a sleep aid. Cannabinoids, such as cannabigerol (CBG), may promote sleep by binding to specific receptors within the endocannabinoid system. Sleep is a dynamic process that involves brain alternations between REM and NREM states, which are essential for cognitive functioning. These sleep states are reflected in EEG recordings of theta waves found in the hippocampus during activated (REM-like) states, as well as slow oscillations found in both the hippocampus and neocortex during deactivated (NREM-like) states. Our aim is to uncover how these brain rhythms change in response to CBG, or more specifically whether CBG enhances certain sleep states. To achieve this, rats (n=10) will be anesthetized with urethane; an ideal sleep model because characteristics of natural sleep (both brain waves and alternations) can also be observed under urethane. A baseline of several activated and deactivated cycles will be recorded and a 20 mg/kg dose of CBG will be injected intravenously. Using spectral analysis, we will measure cycle proportion changes, plus the power and coordination of theta and slow oscillations. We expect CBG to have an effect on the amplitude of both neural oscillations as a function of their frequency; as well as on their rhythmic coordination. We predict CBG will have a lesser effect than THC due to its weaker binding affinity to cannabinoid receptor CB1. As more people opt to self-medicate with cannabis, CBG is quickly gaining popularity as a treatment for sleep disturbances. Studying its effects at a neurophysiological level is imperative since current research is still in its infancy stages, especially in relation to how exactly CBG affects brain waves during sleep.
24	Evaluating reciprocal associations between peer aggression and perceived popularity Haley Fell & Wendy L. G. Hoglund Current understandings of popularity in middle childhood suggest that there are two types: sociometric and perceived popularity. Sociometric popularity is where the child is both a coveted playmate and well-liked by peers. Perceived popularity is where the child is a coveted playmate but not necessarily well-liked (Newcomb & Bokowski, 1983; Lease et al. 2002). Peer aggression is interpersonal in nature and includes both overt (e.g., hitting, name calling) and relational (e.g., exclusion, rumor spreading) forms (Crick & Grotpeter, 1995; Espelage & Swearer, 2003). While prosocial behaviours are the key to positive peer relationships, perceived popular children may use aggression to climb the social hierarchy (Crick & Grotpeter, 1995). The current study uses data from a 2 year longitudinal study to investigate: (1) the directional associations of peer aggression with both sociometric and perceived popularity transact in middle childhood; and (2) gender differences in these associations. Participants included 506 low-income, ethnically diverse children in kindergarten to Grade 3 who were assessed on six occasions across 2 school years. The current study aims to provide insight into peer social networks and understand a possible motivation of aggression in middle childhood.

11:30-12:15
BSP-226

Session 3: Short Talks

- 1 Flourishing in foreign-language learning: Classroom well-being as a mediator between psychological need fulfillment and general well-being**
Mia R. Leedell & Kimberly A. Noels

Learning new languages can provide a myriad of benefits in cognitive, communicative, and cultural domains. It has been shown that foreign-language learning can also enhance an individual's psychological well-being. Ryan and Deci's (2000) motivational framework, Self-Determination Theory, posits that well-being is increased when an individual's three basic psychological needs for autonomy (feeling in control), competence (feeling effective), and relatedness (feeling connected to others) are met. This framework has also been used to show the improvements in language achievement that can occur with basic psychological need fulfillment. Considering these findings, this study will investigate whether the relationship between basic psychological need fulfillment and psychological well-being of language learners is affected by their level of well-being in the language classroom. We hypothesize that learners' level of basic psychological need fulfillment in the language classroom will predict their general psychological well-being, and that this relationship will be mediated by their level of language-learning related well-being. We will assess language learners' level of basic psychological need fulfillment using an online survey including items from Chen et al.'s (2015) Basic Need Satisfaction and Frustration Scale. Psychological well-being, both general and specific to participants' language-learning, will be measured using items from Diener et al.'s Satisfaction with Life Scale (1985). The relations between these constructs will then be tested through mediation analysis. This research could inform initiatives aimed at improving retention and engagement in language education programs, expanding access to the extensive known benefits of learning foreign languages.
- 2 Do we match up? Exploring the relationship between attachment and attraction**
Talia Peters & Kyle Nash

This study examines whether the similarity-attraction hypothesis applies to attachment styles in romantic relationships. I will split the participant pool into those in relationships (married, dating, monogamous relationships) and those who are single. Using the ECR-R Adult Attachment Questionnaire, I will determine what attachment style participants have (secure, anxious, avoidant, or fearful) and whether they perceive similar attachment styles as more attractive if they are single. If they are in a relationship, I will evaluate their partners' attachment styles and if this matches the participants. This data will be obtained through a self-survey questionnaire; participants will be from the psychology 104/105 research pool who are above 18. The primary question addressed is whether individuals look for similar attachment styles in romantic relationships and whether there is a difference between actual relationships one has compared to perceived relationship style desirability. I expect individuals to be in similar attachment style relationships due to the similarity-attraction stating that similar people to oneself are more attractive. In addition, I also predict the perceived desirability of attachment style to favour secure attachment.
- 3 Cue combination of path integration and piloting in estimating navigator's position**
Jasmin Chan, Yue Chen, Advait Gulawani, & Weimin Mou

This study investigates the cue combination for position estimation. In an immersive virtual reality environment, participants learned the location of seven target objects at the origin. After the learning phase, the objects disappear, and they navigate a two-leg path, in which the second leg is twice as long as the first leg. At the end of the path, they are instructed to replace 5 of the objects to their original position, under the following different conditions. 1. Path-Integration (PI): reliance on self-cues only. (2) Both (B): reliance on self-cues and one of the objects from learning reappears under their feet. In the PI condition, we found that participants' homing estimates did not differ from the B condition; however, PI condition had worse position estimates than the B condition. The better performance in B can be explained as informing participants where they are resets their position estimates. In comparison, in PI, errors of their position accumulate over time as they only use self-motion cues, which is not accurate.

12:30 PM-1:30 PM BSP-217 and Smitty Reading Room	Student and Supervisor Lunch
1:30PM – 2:15 PM BSP-226	Session 4: Short Talks
1	Do relationship types affect decision making? J.L. Lafond, S. Gulab, & D.A. Hayward Previous research shows when making decisions with partners, pairs tend to be more risk averse in their choices than when choosing solo. However, less research compares if the partner being a friend or a stranger has any effect on decision making, which is the main aim of this study. 82 participants (n=41 dyads total: 28 strangers, 13 friends) completed the Balloon Analogue Risk Task (BART) both alone and with a partner. The goal of BART is to win as many tickets as possible, by pumping up the balloon (via button press) and cashing out before it pops. To determine if early exposure to balloons that pop quickly versus ones that don't affect future decisions, participants were randomly assigned to either a high or low risk condition. Participants also completed three questionnaires to see if problem gambling behaviour, impulsivity, or autism traits correlated with decision making. We found no difference in decision making across friends or strangers, in that both groups won the same amount of tickets. We did find that participants were much more willing to risk (via more button presses) when they were exposed to the low risk condition. Finally, there were no correlations found between individual differences and decision making, which could suggest either (i) our measure of decision-making wasn't related to problem gambling or impulsiveness, or (ii) the BART task isn't the best measure of decision-making. In sum, further research is needed to determine when type of relationship affects joint decision making.
2	Potential Impact of Relative Amplitude on the Identification of Dominance in Black-Capped Chickadees (<i>Poecile atricapillus</i>) Onyinyechukwu A. Okocha, Moriah J. Deimeke, Katharine H. Stenstrom, & Christopher B. Sturdy This study delves into the complex concept of dominance within black-capped chickadees (<i>Poecile atricapillus</i>), a non-migratory songbird. Dominance can be understood as the conveyance of rank encounters among conspecifics. Dominance hierarchies are often explored in the context of aggressive interactions, the priority of resource access, and mating preferences. Prior studies have shown that auditory vocalizations, a form of status signals, serve a critical role in social dynamics among species such as the black-capped chickadee. By analyzing these signals, we are able to identify dominance rank non-invasively, without direct interaction. Building on research by Hoeschele et al. (2010), which established relative amplitude as the driving force behind increased female response to dominant male vocalizations, this study aims to explore the relative amplitude of fee and bee notes as a potentially crucial factor in dominance recognition.
3	The co-evolution of physical cognition and nest building in birds Brandon N. Neil, Connor T. Lambert, Benjamin A. Whittaker, Julia L. Self, & Lauren M. Guillette Physical cognition enables animals to learn about the physical properties of their environment and use this information to solve problems, e.g., building a nest. In zebra finches, a small songbird, males are the primary nest builders. Males learn about the structural properties of nest materials, and select materials of the appropriate size for their nest. We tested if sex differences in nest construction behaviours are linked to sex differences in physical cognition. Eleven male and ten female zebra finches were trained on a discrimination task before moving onto a transfer task. In both tasks, two trays containing food were positioned behind two barriers. Each tray was attached to a piece of string that the bird could pull to access the tray which contained food. However, only one of the two trays could fit through the gap in the barrier. In the discrimination task, the two gaps were the same size, but the trays were different sizes, and only the smaller tray could fit through the gap. In the transfer task, the trays were the same size, but the two gaps were different sizes, and the tray could only fit through the larger gap. We found, against our

	prediction, no sex differences in physical cognition. Neither sex generalized their learning to the transfer task. These results show that zebra finches did not learn about object relationships (the tray-gap ratio) but were instead using a different rule to learn which tray could be accessed to obtain food.
4	To what extent does biology influence semantic animacy? Jordan Royal, Chris Westbury, Parastoo Harati What does it mean to think of phenomena in the world as animate? A biological account would suggest that our brains simply categorize animacy based on sensory perception. That is, if it moves, it lives—unless further attention later determines that it's something like a bag blowing in the wind. What of the plants in the world that orient themselves toward the sun but at such a pace that we fail to recognize it while it's happening? In Plains Cree, a language mostly spoken on the prairies of Saskatchewan and Alberta, nouns are assigned animacy. This is analogous to the way nouns are assigned genders (masculine and feminine) in languages such as French and Spanish. However, Cree assigns animacy to nouns that are not typically thought of as animate (i.e., sugar, aurora borealis, cars) in addition to those thought of as biologically animate. This study calls upon speakers of the Cree language and its use of linguistic animacy to help elucidate how animacy is semantically represented. Our study found a heavy biological influence on animacy judgements. That is, linguistic and cognitive animacy could be predicted by biological animacy. However, an amalgam of culturally significant items was found within our linguistic and cognitive category suggesting that despite the lack of biological animacy, Cree speakers still thought of it as animate. Therefore, we suggest that there is a component that is determined by use, which is determined by culture, that aids in establishing semantic representation within the brain.
5	How artists use language to understand the self-transformative effects of their artistic practice Raphael Ezeano The definition of language is often limited to the domain of the linguistic. However, much of the work of Charles Taylor has set out to challenge this notion. In his book <i>The Language Animal</i> he asserts that language is anything that has expressive capabilities and these expressions produced by language are constitutive, or they constitute what they express rather than 'pointing at' or describing it. Because language does not describe features but rather creates and conforms psychological phenomena to linguistic structures, the resulting expression never fully encapsulates what the individual wanted to create. This is the feeling of there being 'something more' to be said and often leads to subsequent expressions. It is this process that this paper set out to address, and by using the artist as a point of reference—as someone who sets out to continually express—I set out to ask how artists understand the generative and self-transformative nature of their artistic expressions. Through interviewing six artists in a semistructured format I set out to explore how people the participants would use language to constitute their understanding. And through discursive analysis my professor and I are starting to see various similarities and differences in how language is used to talk about their art. In selected excerpts, we get a glimpse into how individuals would set up different styles of a narrative trajectory to reconcile conflicting drives and impulses during their creative journey.
6	Is it obvious I'm not reading? empathy and the ability to identify mind wandering while reading. C. Yiptong, B. Cordova, Z. Elhassen, D.A. Hayward In recent years research into a phenomenon called Mind Wandering (MW) has become more popular. MW is defined as when your mind is not on the task at hand but on other inner thoughts. This phenomenon has been shown to impact activities that require sustained attention, such as learning and driving. Despite this research, it is still unknown if people can identify MW in others or not, and if personal traits such as empathy play a role in the accuracy of this judgement. To determine if people can identify MW in others, we conducted a 2- phase study. Phase 1 participants (n = 28) read a short story and periodically rated their attention. After reading, Phase 1 participants completed a reading comprehension test, due to evidence that MW while learning leads to worse performance on

	memory tests. Phase 2 participants (n = 30) watched two videos from Phase 1 and rated the attention of the Phase 1 video participant at the same part of the video where the Phase 1 participants rated themselves. They also rated their attention throughout the video. In our analysis, we found that there was no significant correlation between phase 2 participants rating the videos, and their levels of empathy. Our findings did demonstrate that participants were able to differentiate between their levels of MW and that of others, and that levels of empathy correlate with their rating of others, indicating that empathy and perspective-taking may impact how people rate the attention or inattention of others.
2:30 PM – 3:30 PM CCIS PCL Lounge	Session 5: Poster Presentations
1	Examining Eye-Voice Span in Rapid Automatized Naming as a Predictor of Reading Fluency Alyshah Pirwany, Dr. George Georgiou, Dalia Martinez Cano, Dr. Thanassi Protopapas, & Dr. Angeliki Altani Reading fluency is a skill essential for academic success; yet, the mechanisms underlying its development remain unclear. One of the possible candidates through which children become fluent is their ability to process multiple items in parallel. Even though this is captured by the Eye-Voice Span (EVS) – the number of words the eyes are ahead of the voice during oral reading – very few eye-tracking studies have been conducted on this topic. EVS provides insight into one's ability to simultaneously process and anticipate multiple words, which impacts reading fluency. Thus, the purpose of this study is to examine the relationship between EVS in rapid naming tasks in predicting word- and text-reading fluency. Our sample will consist of fifth-grade students recruited from public schools in Edmonton, Alberta. Using the EyeLink 1000 Plus, students' eye movements will be recorded in addition to their vocalization timing while they complete rapid naming and passage reading tasks of varying difficulties. Statistical analyses (i.e., correlations and multiple regressions), will be used to examine the role of EVS on children's reading fluency. The findings from this study will enhance our understanding of whether EVS plays a significant role in reading fluency development.
2	Situated ethnic identity, language use, and identity conflict among immigrant students in Canada. Dr. Noels, & Isabel Ng Yek En Given that immigrants constitute approximately 23% of Canada's population, understanding how intercultural contact influences their practices, thoughts, and feelings is essential. Acculturative change can impact immigrants' language use (e.g., learning and using English vs. the heritage language) and ethnic identity as members of both their heritage and Canadian communities. According to the acculturation penetration hypothesis, changes in ethnic identity occur first in public spaces, where Canadian identity may be stronger than the heritage identity, and later in personal spaces, where the heritage identity tends to dominate. Language plays a key role in this process: greater proficiency in Canadian and heritage languages enables immigrants to align with the identities associated with these ethnolinguistic groups. This study investigates the experiences of individuals from multicultural backgrounds who regularly interact with members of both their own and other ethnic and linguistic groups. Using the Experience Sampling Method (ESM), this pilot study examines how these individuals navigate their ethnic identity across various contexts. ESM involves real-time self-reports, providing accurate data on participants' natural behaviour. Participants, about 300 immigrant university students, will provide data on their ethnic identity, language use, and the social context via electronic prompts over 7 days. It is hypothesized that heritage identity will be stronger in family contexts, while Canadian identity will be more prominent in community domains, moderated by time spent in Canada and language proficiency. This research aims to shed light on the acculturation process, contributing to the understanding of immigrant integration, identity management, and interethnic relations in Canada.
3	PLANTING seeds: a preschool curriculum for social, emotional, and executive development for school readiness Maya Abdulhak & Sandra Wiebe

	Early childhood is a crucial period for self-regulation, which includes cognitive, social, and emotional development, all of which can shape lifelong educational outcomes, quality of life, and personal well-being. Early childhood education (ECE) plays a fundamental role in fostering the development of these skills. ECE settings like preschools use curriculums as guidelines for approaches and activities targeted to develop these skills, which are essential for school readiness – a concept that embodies the skills, knowledge, and attitude of a child to refer to whether they are prepared for short and long-term academic challenges. Following major societal stressors, there has been a concerning pattern of deterioration within children’s social, emotional, cognitive, and academic abilities within schools, suggesting severe developmental and educational delays compared to normal trajectories. “Planting SEEDS” is a pre-kindergarten summer school curriculum designed to address these concerns in preschoolers, approaching the lack of school readiness in present-day children by integrating evidence-based approaches from other established ECE curricula to implement within a summer school classroom to study whether these activities will improve the development of skills necessary for school readiness. Results will provide a foundation for studying future potential improvements that can be made to the Alberta ECE curriculum, “Flight”, to see how a curriculum can evolve and adapt the effects of stressors that negatively impact education and development as well as provide more accommodating and effective educational structures and frameworks for beneficial outcomes for preschoolers moving up to kindergarten.
4	Understanding protest intentions: perceived legitimacy, group entitativity and violence Anikka Hodge, Lily Syfers, David E. Rast, III, & Amber M. Gaffney Legitimacy is the perception that the actions of an entity are desirable, proper or appropriate (Suchman, 1995). We investigated whether the perceived (il)legitimacy of intergroup events, including collective protests and democratic elections, would influence future protest intentions. We expected the relationship between perceptions of (il)legitimacy and future protest intentions to be strongest when the ingroup is perceived as a cohesive and distinctive unit (i.e., entitativity). Two correlational studies found that those who perceived the January 6th insurrection as a legitimate form of protest (Study 1, N = 177 U.S. Republicans) or the 2022 Brazilian Presidential Election results as illegitimate (Study 2, N = 148 Bolsonaro supporters), were more willing to use radical and violent measures in future protest only when they perceived their ingroup to be high in entitativity. Intentions to engage in future protest included property destruction, rioting and intergroup violence. Our findings indicate that perceived (il)legitimacy of political events interacts with perceived group structure, shaping group norms about the acceptability of violence in achieving political goals.
5	Cyberbullying dynamics: Role of Dark Triad and anonymity Kayla Stalker & Kyle Nash The goal of this research is to determine how the Dark Triad traits, anonymity, and their moderating effects have on cyberbullying. This study will replicate work done by Yu and Riddle (2022) with modifications. Results show that individuals who score high on the Dark Triad are more likely to engage in cyberbullying as they may feel a lack of empathy and a strong disconnect from their victims. Individuals with high levels of psychopathy are more likely to engage in cyberbullying, while narcissism is the least likely of the three traits to be associated with this behaviour. Consequently, individuals high in these traits may be less sensitive to the emotional fallout of their actions, emboldening them to perpetuate cyberbullying without the immediate social repercussions often encountered in face-to-face interactions. The research also indicates Dark Triad traits moderate the effects of anonymity. By analyzing how anonymity influences the expression of Dark Triad traits in online platforms, the study endeavours to better understand the psychological mechanisms that facilitate cyberbullying. This research will contribute to the growing knowledge of cyberbullying and its impact on individuals and society. As we continue to navigate digital spaces, we must recognize the harmful impact of cyberbullying. By understanding the dynamics behind cyberbullying, we can develop effective prevention and intervention strategies to protect individuals from its harmful

	effects.
6	Trait-level psychopathy and moral judgments: The effect of emotional instruction Ava Arnold Dual-process theories of moral judgment state that people resolve moral dilemmas with either emotion-based, automatic deontology, or logical, cognitively-driven utilitarianism. People with both clinical psychopathy and subclinical psychopathic traits have been shown to make more utilitarian decisions, which may be due to a reduced experience of emotions like guilt and empathy. This is consistent with neuroimaging studies that find reduced brain activity in regions associated with social-affective and emotional processing among psychopaths. However, recent fMRI research has indicated that while this deficit exists, psychopaths are able to match typical levels of emotional response when given an instruction to actively do so. Our study investigated whether the tendency to make utilitarian judgments in response to moral dilemmas is reduced in individuals with higher levels of psychopathic traits when given an instruction to solve the dilemmas from an emotional standpoint. Participants completed various personality measures (including a psychopathy measure), and then resolved nine moral dilemmas, either with or without an instruction to increase their emotional response. Our results indicated that utilitarian tendencies in high-psychopathy participants were attenuated in the emotional-instruction condition, but only for certain moral dilemmas. These results indicate that psychopathic individuals may be able to alter antisocial behavioural tendencies in some cases.
7	Chick-a-dee calls, single call notes, and individual identification in black-capped chickadees (poecile atricapillus) A. D. Garcia, P. K. Sahu, M. J. Deimeke, S. M. L. Smeltz, K. H. Stenstrom, P. Curiston, & C. B. Sturdy The black-capped chickadee is among the numerous songbird species possessing the ability to identify individual conspecifics through acoustic signals alone. Investigations analyzing acoustic features of black-capped chickadee vocalizations demonstrated that some acoustic features vary to a greater extent between birds than within an individual bird. This suggests that some features are individually distinctive and may function in individual recognition. Previous studies revealed that black-capped chickadees discriminate between individuals using other birds' fee-bee songs. The present study aimed to replicate a recent finding that individual identification in black-capped chickadees also occurs using the chick-a-dee call, and to further assess whether a single call note type presented in isolation is sufficient for individual recognition. Because acoustic features from chick-a-dee calls and notes vary between birds, I hypothesized that black-capped chickadees can identify individual birds using the full chick-a-dee call and transfer their learning to strings of isolated "A notes" from those same birds. I tested the individual identification capabilities of 6 black-capped chickadees in an operant go/no-go paradigm, finding that they distinguished between the chick-a-dee calls from 8 birds. However, the chickadees did not transfer their learning to repeated presentations of A notes from the same birds. Such findings demonstrate the utility of the chick-a-dee call in individual identification, though chickadees' mechanisms for recognition may not translate to single notes. Future studies should explore the perceptual mechanisms of individual identification by first training chickadees with notes, which may help determine whether a single call note is sufficient for identification.
8	Understanding the cycle of hazing: An experimental approach James Sasso & Kyle Nash Hazing and group initiations can result in injury or death, in the most severe cases, among university fraternities and sports teams. The patterns of hazing appear to increase in severity until university administration, coaches, or the law is forced to intervene in the cycle. This increase in severity was investigated in an experimental design to determine potential sources of this increase. This experiment hypothesized effort justification, group polarization, and social identity theory would be factors associated with the increase in severity. Participants (N = 246) played Tetris individually on either an easy (3) or hard level (10) for a total of six minutes before joining a group for a discussion. Groups consisted of participants who played the same level of Tetris. In the groups, participants

	discussed Tetris or topics unrelated to Tetris. After a five-minute discussion, groups were asked to assign a difficulty level of Tetris for future participants to join their groups. Participants in the hard difficulty condition assigned higher levels than participants in the easy difficulty condition. Participants who played Tetris and discussed unrelated topics assigned the highest difficulty levels for future participants to join their group. Participants' perceptions of relatedness to the group moderated the assigned levels. Participants who rated themselves as having higher group cohesiveness assigned higher difficulty levels than those with low group cohesiveness.
9	Is urethane anaesthesia a valid model for natural sleep? Evidence from unit recordings in the PPT, SubC and VTA D. Bawany, I. Babale, M. Prostebby & C. T. Dickson Investigations into the neurobiological mechanisms that underlie sleep and within-sleep state transitions are made challenging by the fragile and often unpredictable nature of individual sleep states and sleep itself, as well as the reality that studies of natural sleep involving surgical interventions are often either impractical, unethical or both. The use of urethane anaesthesia is a means of bypassing these challenges and obtaining greater experimental control. Urethane is an anaesthetic that produces spontaneous, highly stereotyped, and cyclic alternations between a nREM-like deactivated and REM-like activated state. These characteristics make urethane a potential anaesthetic model of natural sleep. However, conclusively claiming that urethane is a valid model requires extensive research into its physiological correlates within the brain. Our objective was to evaluate the similarities and differences in neuronal behaviour between urethane anaesthesia and natural sleep in some of the REM-on brain stem nuclei involved in sleep-wake and within sleep state transitions. We recorded unit activity from the Subcoeruleus (SubC), Pedunculopontine Tegmental Nucleus (PPT), and Ventral Tegmental Area (VTA) in urethane anesthetized rats, as they transitioned between deactivated, transition, and activated states for multiple cycles. We then compared the spiking properties of our units to those obtained from these same regions during natural sleep recordings in the literature. We observed that, in a similar trend to observations from natural sleep recordings, the firing rate of units in the SubC, PPT, and VTA was greater in the REM-like activated state than in the NREM-like deactivated state. We also observed that in the SubC, the onset of firing preceded neocortical desynchronization and hippocampal theta, and the cessation of firing preceded the reemergence of large-amplitude slow oscillatory activity in both regions. Altogether these findings suggest a role for these nuclei in the modulation of the urethane induced REM-like activated state, that is similar to their role in natural sleep.
10	Cultural differences in public speaking: exploring the impact on confidence and skill development in newcomer elementary students Shaikh, A & MacLeod, A.A.N Developing strong public speaking skills is vital for student success across various domains. These skills correlate with better academic performance, are crucial in professional settings, and empower students to advocate for themselves. However, Alberta's school curriculum emphasizes Western public speaking standards, often overlooking culturally diverse speaking styles. This discrepancy can pose challenges for students from minoritized cultural backgrounds, impacting their oral language development and confidence. This study aims to investigate: (a) elementary-aged children's awareness of cultural differences in public speaking, (b) perceptions surrounding these differences and whether they are viewed as scaffolds or barriers, and (c) how cultural disparities may relate to public speaking confidence. In collaboration with the Multicultural Health Brokers Cooperative, we delivered a public speaking program to children from the Vietnamese newcomer community. We conducted semi-structured interviews and used video demonstrations of Vietnamese and Western public speaking models, asking participants to identify differences. Additionally, a drawing elicitation method was used to capture children's perceptions of cultural differences in public speaking and their sense of confidence in public speaking. We found that most children identified major cultural differences, including emotion, pitch and body language. Some children saw these differences as helpful in learning public speaking skills, while others felt they created challenges. All children said

	they felt more anxious and nervous when speaking at school, when the expectation was to speak English in accordance to western public speaking norms. These findings will inform the development of interventions and programs to support culturally diverse students in building their public speaking skills.
11	From rejection to resilience: The power of self-compassion Eden Rosenblum & Kyle Nash Interpersonal rejection is a painful experience, causing distress, anxiety, lowered mood, and aggression. Self-compassion is the act of treating oneself with kindness and has been shown to mitigate these effects to help individuals cope. However, previous related studies relied on autobiographical memories of rejection and questionable measurements of aggression. The current experimental study tested if self-compassion via a writing task lowers an individual's aggression and distress levels after being socially rejected via the online Cyberball game. Behavioural aggression was operationalized using aversive noise blasts. Distress was self-reported. The main hypothesis was that individuals in the self-compassion condition would be less aggressive and report lower distress levels. The self-compassion condition exhibited lower aggression, but no significant differences were found in distress levels. On average, participants from both groups indicated dissatisfaction of basic psychological needs, specifically belonging and control. The usefulness of the manipulation check was discussed, along with discrepancies in findings between behavioural and self-report measures. Limitations include statistical and methodological weaknesses, including data transformation, timing of the manipulation check, and participant engagement. The study made improvements from previous research designs and contributes toward the general understanding of self-compassion as a coping strategy following social rejection, with specific effects on mitigating aggression.
12	Internalizing Symptoms and Executive Function Skills in Immigrant Children Ishrath J. Khan & W. L. G. Hoglund Young children from immigrant families face unique socio-economic, linguistic, and cultural barriers in their adjustment to the education setting. In preschool and kindergarten, children are expected to acquire executive functioning skills like cognitive flexibility, interference control, and response inhibition. These skills help them follow rules, stay focused, and plan to meet their goals. However, additional demands exist for immigrant children adapting to new socio-cultural contexts. Immigrant children may also be vulnerable to poor mental health outcomes related to these challenges, including internalizing symptoms such as anxious and depressive symptoms. Previous research has examined how internalizing symptoms are associated with executive functions in early childhood. However, the role of immigration status as a moderator of the associations between internalizing symptoms and executive functions has not been addressed. The current study examines the following research questions: (1) How do internalizing symptoms and executive functions change from preschool and kindergarten? (2) Is there a developmental co-occurrence between levels of anxious and depressive symptoms and cognitive flexibility, interference control, and response inhibition skills from the fall of preschool to spring of kindergarten? (3) Does immigration status moderate this association? Participants included 443 children from preschool to kindergarten, and data were collected at four timepoints across two school years. Internalizing symptoms were assessed through teacher reports, while executive functions were evaluated using three behavioral assessments: the Dimensional Change Card Sort Task, the Flanker Task, and the Go/No-Go Task. This study will inform culturally responsive interventions to support young immigrant children's adjustment and well-being.
13	Tantrums and talking: externalizing behaviours, language and cognitive skills in early childhood Lyvia Kmech & Wendy L.G. Hoglund Around the time that children enter preschool, externalizing problems begin to emerge and reach their peak (Olson et al., 2017). Externalizing behaviours include aggressive behaviours, hyperactive behaviours, and attention problems (Briggs-Gowan et al., 2006). Externalizing behaviours can affect how a child succeeds in the school

	environment, including the development of their language and cognitive skills. Language skills in early childhood include communication, general knowledge, and basic literacy (Jansen et al., 2020). Cognitive development in early childhood includes basic numeracy (Schoon et al., 2021). Previous research has examined the co-occurrence of dimensions of externalizing behaviours and language skills but few have examined this with cognitive skills in early childhood. This study examines (1) the developmental trajectories of externalizing behaviours (aggressive behaviours, hyperactive behaviours, attention problems) and language and cognitive skills from preschool to kindergarten; and (2) the developmental co-occurrence of externalizing behaviours with language and cognitive skills from preschool to kindergarten. Gender is examined as a moderator of these associations. Participants in this study included 443 children in two preschool programs who were followed over two years. Externalizing behaviours and language and cognitive skills were assessed through teacher reports. This study will inform educational strategies to support children's behaviours and learning in early classroom settings.
14	Teacher-Child Relationships: Directional Associations with Depressive and Anxious Symptoms Jusleen Malhotra & Wendy L.G. Hoglund Depressive and anxious symptoms are a concern during childhood and can have lingering negative implications for academic and socio-emotional outcomes (Feinstein & Bynner, 2004). Teacher-child relationship quality includes the dimensions of closeness, conflict and dependency. Relatively high levels of closeness and low levels of conflict and dependency are typically characteristic of positive teacher-child relationships (Pianta, 1999). When children share a close relationship with their teachers this may be associated with children's reduced experiences of depressive and anxious symptoms (Baker et al., 2008; Jellesma et al., 2015; Rucinski et al., 2018). While previous studies have examined the covariation of teacher-child relationship quality with depressive and anxious symptoms, few studies have examined directional associations between these constructs. The current study examines: 1) the directional associations between teacher-child relationship quality and symptoms of depression and anxiety, and 2) whether gender moderate these associations. The directional associations between teacher-child relationship quality and children's depressive and anxious symptoms is tested using three complementary models: relationship-driven, child-driven, and transactional. Participants included 506 children in grades 1 to 4 in 60 classrooms in 10 public elementary schools. Participants were assessed three times (Fall, Winter, and Spring) over one school year. Results will inform educational practices designed to support teachers in their interactions with children who may experience depressive or anxious symptoms.
15	The Effect of Systemic Injections of CBD on Brain State Alternations During Urethane Sleep Layan Fayad & Clayton Dickson Alongside the recreational use of cannabis, its therapeutic use has increased significantly. It has been growing increasingly popular as a sleep aid among its users. CBD and THC are the two most represented cannabinoids, derived from the plant Cannabis sativa. While THC produces psychoactive effects that trigger a "high", CBD is known for its induction of a sedative and relaxing state. It demonstrates therapeutic effects like treating inflammation, pain, anxiety, and epilepsy. Interestingly however, research does not provide conclusive results on whether CBD can promote sleep and if so, how. During sleep, two principal stages an organism cycles through are Non-Rapid Eye Movement (NREM) and Rapid Eye Movement (REM). Alternation between the two states occurs rhythmically over the course of sleep. REM sleep illustrates theta waves which are seen in the hippocampus. NREM, also called slow wave sleep (SWS), demonstrates slow oscillation found in the hippocampus and neocortex. Male Sprague Dawley rats were anesthetized with urethane, which models brain states occurring during sleep. Local field potentials from the neocortex and hippocampus were obtained by implanting bipolar electrodes. Alternations between the deactivated (NREM) and activated state (REM) were recorded as baseline. CBD was then administered intravenously (IV) and any changes in brain state alternations were compared to our baseline recording. Results for the 10 mg/kg dose showed no consistent changes before and after injection, with some rats experiencing an increase in REM and others in NREM. At 20 mg/kg, we found a decrease in REM timing and the amplitude of theta

	waves while an increased time spent in NREM and amplitude of slow waves. Additional experiments are being conducted and analyzed to verify the consistency of this result. These studies will help us understand how individual cannabinoids may influence sleep in a detrimental or beneficial way.
16	Unravelling developmental threads: interplay of peer aggression, hyperactivity, and academic skills María V. Priolo Marín & Dr. Wendy L.G. Hoglund Children begin displaying aggressive behaviours toward their peers in early childhood. Peer aggression includes hitting, yelling at or excluding peers (García-Fernández et al., 2022). Early peer aggression is associated with poorer academic skills, such as language and literacy skills and numeracy, at entry to school (Brennan et al., 2012). Previous studies have examined the association between peer aggression and academic skills. However, hyperactive behaviours (e.g., difficulty sitting still, fidgeting) may co-occur with peer aggression and may account for how peer aggression is associated with academic skills (Galéra et al., 2011). The present study examines: (1) the associations between peer aggression, hyperactive behaviours, and academic skills over one school year among children in grades 1 to 4, and (2) gender differences in these associations. Participants included 506 children in grades 1 to 4 who were assessed three times over one school year (Fall, Winter, and Spring). Peer aggression was assessed using peer nominations through a modified version of the Revised Class Play (Masten, Morison, & Pellegrini, 1985). Hyperactivity was assessed from teacher reports using the subscale from the Behavior Assessment System for Children II (BASC-2; Reynolds & Kamphaus, 2004). Academic skills were assessed using the Kaufman Test of Educational Achievement II (KTEA-II; Kaufman & Kaufman, 2004). This study will add to the understanding of the cascading associations among peer aggression, hyperactive behaviours, and academic skills in middle childhood.
17	Impact of stressing noun-modifiers in audio presentation: Normal vs. distinct modifiers Mahek Mehrotra We examined the psycholinguistic and cognitive factors that contribute to the formation of multi-word expressions. Previous research primarily focused on visual stimuli, showing that reading a distinct noun-modifier increased the chances of using the full modifier phrase (i.e., modifier + head noun) during recall. A distinct modifier is something that comes across as unusual (e.g., blue dog) unlike a normal noun modifier (e.g., brown dog). This paper explores how this effect extends to spoken language, where auditory cues like stress can highlight important information. For example, if an audio describes a woman buying a dog with either brown or blue fur, will participants include the colour of the fur when referring to the animal? In the experiment, participants heard short stories where the distinctiveness of noun-modifiers were counterbalanced. Stress was another variation, wherein a noticeable emphasis on the noun-modifier was also counterbalanced. Participant responses were recorded, coded and analysed using Generalized Linear Mixed Models on JASP 0.19.1. We found that participants responded with the noun-modifier phrase in the distinct noun-modifier condition regardless of the presence of a stress. However, in the normal noun-modifier condition, participants responded with a noun-modifier phrase in the stressed variation. Overall, there was a significant effect of Stress and Distinctiveness on participant responses, with almost 73% of participants opting to respond with noun-modifier phrases. This shows that distinctiveness plays a crucial role in modifier use, while stress increases the likelihood of modifier inclusion regardless of the level of distinctiveness.
18	Between Justice and Judgment: Exploring Public Perceptions of Homicide Justifiability through Emotion, Empathy, and Moral Reasoning Feihao Wang & Roy R. Frenzel Public perceptions of homicide often extend beyond legal definitions, shaped by emotional reactions, empathic responses, and moral reasoning frameworks. This study explored how emotion, empathy, and moral reasoning interact to influence judgments of homicide justifiability. A total of 1,055 undergraduate participants from the University of Alberta completed a survey assessing moral reasoning (Consequentialist Scale), empathy

	(Interpersonal Reactivity Index), and emotional responses (Affective Slider) across 12 original moral dilemmas involving homicide. Participants assigned legal sentences to each scenario based on Canadian Criminal Code guidelines. Results from multiple regression analysis indicated that stronger deontological reasoning predicted harsher sentencing, while higher empathic concern was associated with greater leniency. Emotional arousal heightened punitive judgments, whereas positive affect reduced sentencing severity. Although these factors collectively accounted for a modest portion of the variance in moral judgments, findings highlight the complex interplay between cognitive and emotional processes in public evaluations of homicide. This research contributes to understanding how societal narratives, empathy, and moral philosophies shape responses to ethically challenging cases, with implications for public discourse, media framing, and legal decision-making.
19	Through the lens of the senses: Modality and embodiment in metaphorical language comprehension H. Ramesh, T. Spalding, & C. Gagne Metaphors structure abstract thought through concrete experiences, as outlined by Conceptual Metaphor Theory (Lakoff & Johnson, 1980). Embodied cognition further suggests that metaphor comprehension engages sensorimotor experiences, shaping cognitive processing through modality-specific simulations. While prior research has explored metaphor embodiment, limited work has examined the interaction between sensory modality and embodiment level in metaphor comprehension. This study examines whether metaphor processing is modality-specific, amodal, or multimodal by examining the roles of visual and non-visual primes in shaping the comprehension of metaphors with varying embodiment levels. A total of 114 native English-speaking undergraduate participants completed a priming task involving high- and low-embodiment metaphors paired with visual or non-visual primes. Response times were analyzed using a Linear Mixed Effects (LME) model to assess the influence of modality and embodiment on metaphor comprehension. Findings will clarify whether metaphor processing relies on modality-specific sensorimotor activations or abstract representations.
20	The intersection of social comparison and risk tolerance in competitive game spaces Daniel Eyestone & Dr. Ben Dyson Simple games are an excellent way to test psychological phenomena in a naturalistic way (Dyson & Baik, 2024). Our study uses a modified version of the board game Ghost Blitz to explore the effects of dual process theory and social comparison theory on both speed and accuracy of competitive gameplay under varying scoring protocols (Festinger, 1954; Kahneman 2011). The game was played one-on-one in which participants race to select either a perfectly matched or perfectly mismatched color-object combination based on the colors and objects presented on a stimulus card. The game is divided into two equal length and counterbalanced blocks. In one block a point was awarded for correct responses and lost for incorrect responses. In the other block, a point was both awarded to the player and removed from the opponent for correct responses and vice versa. This manipulation indirectly doubles the reward and punishment for correct or incorrect responses. Under a combination of dual process theory and social comparison theory we expected participants to favor a fast but less accurate system 1 approach when their scores were closer in proximity, and a more accurate but slower system 2 approach when further apart. We consider the effect of scoring manipulations on the point distance in which participants begin to favor speed over accuracy, which we define as their risk tolerance. Furthermore, we consider correlations between participants' risk tolerance and gambling related cognitions indicated by the GRCS.
21	Compound word processing: The effect of constituent lexical category, priming, and age of English acquisition Antonia Usevicius, Christina Gagné, & Thomas Spalding Compound words (e.g., snowball) are composed of two constituents, where one is the head (ball) and the other is the modifier (snow). The head typically determines the lexical category for the whole compound (ball is a noun therefore snowball is a noun). While previous research has shown that both constituents are accessed during

	compound processing, the current project aims to understand whether the lexical category of the constituents are accessed. If lexical category is available during processing, then recognition of a compound word is expected to be facilitated when a constituent is presented in the same lexical category as it has inside the compound. Two experiments were conducted to separately test the first and second constituents in compound words. Both studies used a priming paradigm followed by a lexical decision task. Participants had to read a priming sentence where one of the constituents was presented either as a noun or a verb, then respond if the compound with that constituent was a real English word or not. Participants additionally filled out a questionnaire regarding their language experience. While the priming condition by itself was insignificant, a three-way interaction between age of English acquisition, prime condition, and time taken to read the prime sentence was shown for both experiments. The results suggest that the combination of acquiring English later in life with a more careful reading of prime sentences might speak to a more conscious effort in processing words in different lexical categories.
22	False memory effects in aging across cultures Allison Wischnewski, Dr. Takahiko Masuda, Dr. Junko Kanero False memory effects have been a prevalent issue throughout history, be it related to criminal justice or simple facts. Through previous research, individuals above the age of 65 have been found to show increased false memory effects as compared to younger individuals. However, the cultural effects of false memory on aging have not been studied. With the proposed research, the cultural effects related to false memory on an aging population will become clearer. Participants in this study will watch a video, read a transcript and complete a questionnaire which aims to see if they have experienced the false memory effects intended through the study. The results of this study will help to fill a large gap in cross-cultural research, especially in relation to aging.
23	Self-Monitoring in Romantic Relationships Shireen Swaleh & Kyle Nash Research has found that high self-monitors tend to have more numerous, superficial and short-lasting relationships (Leone & Hawkins, 2006). These relationships are characterized by more avoidant attachments and less intimacy than low self-monitors. Previous research by Joyce (2014) showed that self-monitoring negatively correlated with self-esteem and positively correlated with relationship anxiety. She infers that being more adaptive socially may be related to a stronger desire to fit in and lower tolerance for rejection, which could account for their tendency towards lower self-esteem. Since lower self-esteem and rejection sensitivity are also correlated to lower relationship outcomes, studying this aspect in self-monitoring can provide insight to their interpersonal relationships. This study will determine whether romantic rejection has a greater impact on changes in self-esteem, depending on the level of one's self-monitoring tendencies. 217 participants will be tested for self-monitoring and then put in imaginary high threat or low threat romantic rejection groups. They will then be tested for state self-esteem using the State Self-Esteem Scale (SSES) (Heatherton & Polivy, 1991) and implicit self-esteem using the Self-Esteem Implicit Association Test (IAT) (Greenwald & Farnham, 2000). In the scope of rejection sensitivity, determining a moderating effect of self-monitoring on self-esteem can provide insights to why high self-monitors may have less satisfying relationship outcomes which is an essential foundation for future interventions.
24	Mending Bridges: Intergroup Apologies and Implicit Attitudes of Personality Morgan Benterud, Angela C. Ma, & David E. Rast III In the real world, transgressions from one group against others are bound to happen, and often they are acknowledged and apologized for. Previous studies have shown that apologies which are victim-focused are more likely to be forgiven than those which are perpetrator-focused. Implicit theories of personality play a role in how people view the world and others around them, and how people forgive and perceive those who have wronged them. Social psychologists studying these implicit theories think there are two different ways that people perceive others' personalities. The first is called entity theory. It states that people are fundamentally unchanging and ultimately stay

	the same at their core. The second is called incremental theory. It states that people are able to change through time and experience. Past research suggests that someone with a more incremental theory will be more likely to forgive a transgressor in an interpersonal context, however there has been little research done in this area with intergroup apologies. In this study, we are trying to extend this line of research by seeing if different implicit theories of personality will affect forgiveness in an intergroup context.
Smitty Reading Room (BSP-210)	Refreshment breaks in between sessions in Smitty Reading Room