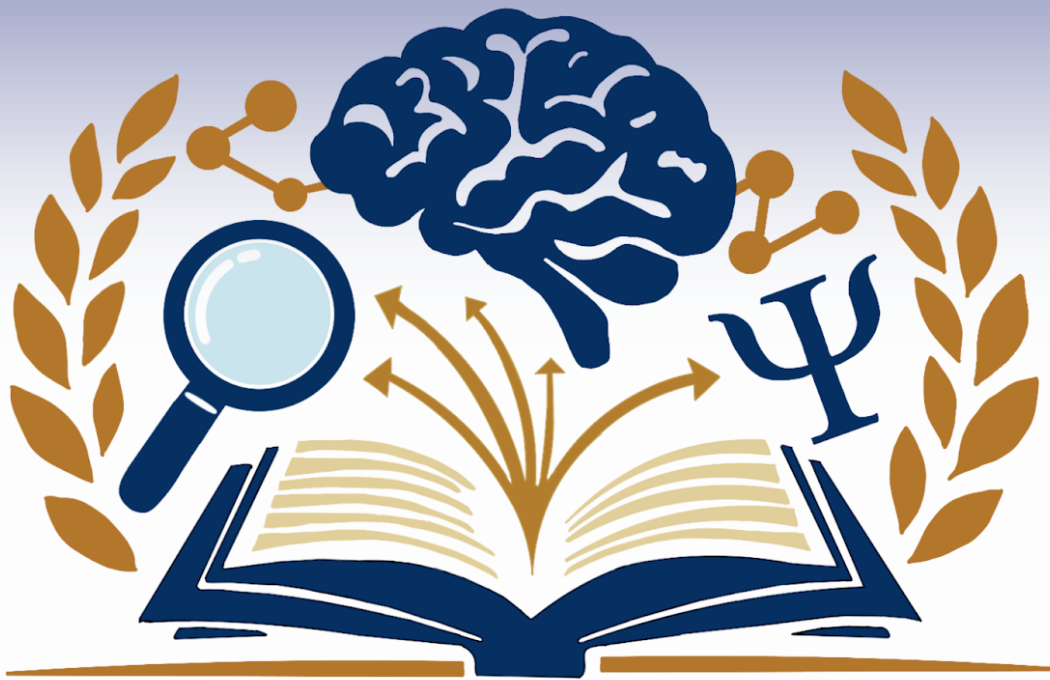




# BRIAN HARDER HONORS DAY

DEPARTMENT OF PSYCHOLOGY

## ABSTRACT BOOK

April 10th, 2026

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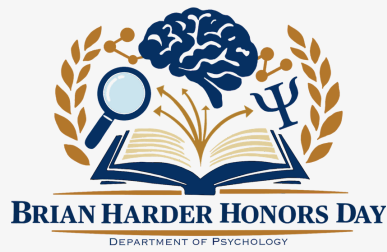
**“THINK DEEPLY ABOUT THOSE  
THINGS THAT MATTER  
MOST”**

Organizing Committee

Saraiah Cottrell-Callbeck  
Mia Leedell  
Hannah Malmo

Dhanika Purmanan (Co-Chair)  
Dr. Sandra Ziolkowski (Co-Chair)  
Claire Alstad  
Kristine Miller

Talia Peters  
Maryam Saleem  
Angela Tan



## SCHEDULE OVERVIEW

An Annual Showcase of the Diverse Research  
Carried Out By Honors' Students in the  
Department of Psychology

| TIME                | EVENT                                                                                 | LOCATION                           |
|---------------------|---------------------------------------------------------------------------------------|------------------------------------|
| 8:30 AM – 9:00 AM   | Coffee and Treats                                                                     | Smitty Reading Room                |
| 9:00 AM – 9:45 AM   | Session 1: Three Minute Thesis<br>Moderator: Talia Peters<br>Page: 3-9                | BS P-116                           |
| 9:45 AM – 10:00 AM  | Refreshment Break                                                                     | Smitty Reading Room                |
| 10:00 AM – 11:00 AM | Session 2: Poster Presentations<br>Page: 10-26                                        | CCIS PCL Lounge                    |
| 11:15 AM – 12:00 PM | Session 3: Three Minute Thesis<br>Moderator: Saraiah Cottrell-Callbeck<br>Page: 27-32 | BS P-116                           |
| 12:00 PM – 1:00 PM  | Student & Supervisor Lunch &<br>Student Choice Awards                                 | BSP-217 and Smitty<br>Reading Room |
| 1:15 PM – 2:00 PM   | Session 4: Three Minute Thesis<br>Moderator: Mia Leedell<br>Page: 33-38               | BS P-116                           |
| 2:00 PM – 2:15 PM   | Refreshment Break                                                                     | Smitty Reading Room                |
| 2:15 PM – 3:15 PM   | Session 5: Poster Presentations<br>Page: 39-53                                        | CCIS PCL Lounge                    |

## Session 1: Three Minute Thesis

Moderator: Talia Peters

9:00 AM - 9:45 AM | BS P-116

### **The role of working memory in narrative macrostructure abilities of autistic children and children with Developmental Language Disorder (DLD)**

Olivia M Cadence & Pamela Filiatrault-Veilleux

Narrative macrostructure skills are foundational language abilities that support academic learning, social interaction, and everyday communication. Producing coherent narratives requires children to organize events, maintain causal relationships, and include key story elements. Autistic children often experience difficulties with narrative macrostructure, including challenges with story organization and maintaining narrative coherence during story retell tasks. Similarly these differences are also observed in children with Developmental Language Disorder (DLD). Although these narrative challenges have been widely documented, the cognitive mechanisms underlying them remain unclear. Working memory may play an important role in narrative production, as children must retain introduced story elements while organizing events. This places significant demands on working memory, as children must track characters, maintain causal relationships, and sequence events while planning their verbal output. Previous research has shown that both autistic children and children with DLD often demonstrate weaknesses in phonological working memory and language processing capacity. The present study examines the relationship between working memory and narrative macrostructure abilities in autistic children and children with DLD aged 5–7 years. Participants are drawn from a SSHRC-funded project entitled Making the Invisible Visible (MIV), which investigates inferential comprehension and language development in neurodivergent children. Narrative macrostructure is assessed through analysis of story grammar elements in children's retellings of the Alice and the Suitcase story, while working memory abilities are measured using standardized phonological processing tasks. This study aims to clarify how working memory supports narrative microstructure production in neurodivergent children and may inform speech-language pathology assessment and intervention practices.

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| 2 | <p><b>Ethnic awareness and positive peer interactions in early childhood</b><br/> <u>Livia S. Eni, Kate V. Luken Raz, Saira John, Wendy L. G. Hoglund</u></p> <p>As Canada becomes increasingly diverse, research on young children's ethnic awareness has become an important area of study. Ethnicity includes factors such as language, ancestry, and cuisine (Lewis et al., 2023). Ethnic awareness is how aware one is of their ethnicity at a given time and has been linked to positive outcomes in adolescence and adulthood (Wang et al., 2021). Preschool-aged children are at the early stages of developing ethnic awareness (Connolly, 2011). However, there is little research on potential positive outcomes associated with young children's ethnic awareness. In preschool, peer interactions become increasingly complex and children have more opportunities to practice their social skills (Taylor et al., 2023). Previous studies have found that children's peer interactions may differ on the basis of ethnicity (Girouard et al., 2011). Yet, there are few studies on the associations between preschool children's ethnic awareness and peer interactions. The current study examines: (1) How do children's ethnic awareness and peer interactions change across preschool and kindergarten? (2) What model of directional associations best describes the associations between ethnic awareness and peer interactions (concurrent, ethnic awareness-driven, peer interactions-driven, or transactional)? (3) Do cultural socialization practices moderate these directional associations? Participants (N = 443, MAge = 4.08 years) were assessed at four time points across preschool and kindergarten. Ethnic awareness was measured with parent reports and peer interactions were assessed with classroom observations. This study seeks to identify strengths associated with children's ethnic awareness and clarify the direction of associations between ethnic awareness and positive peer interactions.</p> |
| 3 | <p><b>Who put you in charge? Self-esteem and leadership</b><br/> <u>Dhanika Purmanan, Katie Kincaid, David E Rast III</u></p> <p>Autocratic leaders typically make decisions alone and limit others' input. Although this leadership style is often viewed negatively, support for these leaders is growing in many parts of the world. Research suggests that during uncertain times, people may be more willing to accept this strict and controlling leadership. My study explored how a person's self-esteem shapes this response to uncertainty. University students completed a survey where they were placed in situations designed to make them feel either confident or uncertain. They then evaluated a leader who used either forceful, top-down language commonly used by autocratic leaders or more collaborative and inclusive language used by non-autocratic leaders. The results were shocking. Individuals with low self-esteem who felt uncertain were less supportive of autocratic leaders, the opposite of what I had expected. Meanwhile, people with high self-esteem showed consistent leadership preferences regardless of uncertainty. These findings reveal that insecurity may not always push people toward controlling leaders. Instead, self-esteem may affect how people respond to power and authority in unexpected ways. This research offers important insight into leadership preferences in workplaces, politics, and everyday group settings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| 4 | <p><b>TikTok and cognitive function: Does doomscrolling change how we pay attention?</b><br/><u>Skofenko, N.*, Kraus, H.* &amp; Hayward, D.A. (*joint first authors).</u></p> <p>New slang terms like “brainrot” have recently emerged to describe negative effects on cognitive function and impairments in attention that are linked to excessive use of short-form media platforms like TikTok. Experimental literature in this area remains limited, and it is still unclear whether TikTok affects attention inhibition (the ability to suppress distraction) and attention shifting (the ability to alternate focus between tasks). Furthermore, research has not considered what specific aspect of TikTok may impact cognitive processes. In our study, participants completed two computer-based tasks measuring attention inhibition and attention shifting, each preceded by a 10-minute scrolling session on a custom platform simulating TikTok. Throughout the scrolling period, we manipulated a key feature of “continuity” on our custom platform, splitting participants into a “continuous” group, where they saw content videos one after the other, and the “interrupted” group, where participants experienced random, 15-second pop-ups of a grey screen, disrupting the flow of video content. We found that our manipulation affected both attention inhibition and shifting: participants in the “continuous” group showed lower accuracy for both tasks. Our findings suggest that nonstop doomscrolling on platforms like TikTok affects attention in subsequent tasks.</p>                                                                                                                                                                                |
| 5 | <p><b>Supporting autocracy: The impact of ingroup status on leadership preference</b><br/><u>Saraiah Cottrell-Callbeck, Katie Kincaid, &amp; David Rast III</u></p> <p>Research on leadership style demonstrates a general preference for democracy and inclusivity over autocracy; however, situational factors may undercut this predisposition. The present study aims to investigate the relationship between ingroup status and leadership style preference. Particularly, whether political ingroup leaders are evaluated leniently for being autocratic in comparison to political outgroup leaders. The hypotheses state that (1) overall, an autocratic leader will receive less support than a non-autocratic leader, (2) overall, an outgroup leader will receive less support than an ingroup leader, and (3) there will be an interactive effect between leadership style and ingroup status, such that the difference in support between an autocratic and non-autocratic leadership style will be greater for outgroup leaders, and reduced for ingroup leaders. Participants will read a vignette about a candidate for political office. The candidate’s platform will be manipulated such that the leader is either an ingroup leader (a member of the participant’s political party) or an outgroup leader (a member of an opposing party), and either autocratic or non-autocratic. Finally, participants will evaluate the leader, measuring the level of their support for the leader. 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.</p> |

**See me for who I am, not what I am: An exploration of power and coming out**  
Mitski Pratt & Cor Baerveldt

6

Coming out is commonly understood as the disclosure of one's sexuality or gender identity. This process is intertwined with identity and emotion, but also with relations of power in the context of a heteronormative North American society. To better understand how power operates in coming out, this study draws on three theoretical lenses inspired by Michel Foucault and Judith Butler: Parrhesia, or the bold truth-telling of the self, confession, or the social demand to disclose the truth of the self, and stylization, or performing gender and sexuality in ways that reveal the constructed nature of these categories. Five semi-structured interviews were conducted with self-identified queer students. The transcripts were analyzed using discursive psychology, critical discursive psychology and Margaret Wetherell's theory of affect. Participants did not experience coming out primarily as an act of bold truth-telling (parrhesia), but rather as a relational and ongoing process.. While some participants experienced a demand to confess their gender/sexuality, others resisted these expectations and subverted them. Participants also described stylizing gender and sexuality in ways that exposed the constructed nature of these taken-for-granted categories. This research highlights the relational nature of power in coming out and sheds light on the nuances of 'doing' queerness. Finally, the findings suggest the importance of approaching one another with curiosity about who someone is, rather than reducing them to categories of what they are.

**Basic psychological need satisfaction and eudaimonic and hedonic well-being in language learners: A structural equation model**

Mia R. Leedell & Kimberly A. Noels

7

In recent years, language education research has begun to recognize the role of psychological well-being in foreign-language (FL) learning. Research on self-determination theory (SDT) across diverse contexts suggests that satisfying three basic psychological needs (BPN) (i.e., autonomy, competence, and relatedness) fosters individual well-being and life satisfaction. However, limited research has examined whether feelings of well-being specific to the experience of FL learning influence the relationship between basic psychological need satisfaction and global well-being. The present study addresses these limitations by examining psychological well-being in the FL learning context as a mediator of the relationship between learners' basic psychological need satisfaction and their overall psychological well-being. Using structural equation modelling, we tested a model in which BPN predict both language-learning-specific and global well-being (i.e., hedonia and eudaimonia). We further examined whether FL-related well-being mediates the associations between BPN satisfaction and global well-being outcomes. Future research should use longitudinal studies to identify changes in FL learners' well-being over time. Further research on self-determination and well-being in the FL learning context may improve language pedagogy and promote FL learner engagement and well-being.

**Out, but left out: Co-occurrence of homophobic victimization and loneliness in adolescence**

Liana Francoeur, Sonia Skobkareva, Kate V. Luken Raz, & Wendy L. G. Hoglund

8

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 (Gladden et al., 2014). Peer victimization includes overt (e.g., physical and verbal aggression), relational (e.g., social exclusion), and homophobic victimization. Homophobic victimization is overt or relationally aggressive behaviour 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 internalizing symptoms (Kahle, 2020). Loneliness is an internalizing symptom which includes a perceived discrepancy between one's interpersonal relationships and relationships they desire. Previous research on homophobic victimization and internalizing symptoms has focused on depression and anxiety. There has been limited research on how homophobic victimization is associated with loneliness, and the role of sexual orientation on this association. The current study uses data from a 2 year longitudinal study with a sample of 1,434 adolescents in Grades 7 to 9 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. Adolescents reported on their experiences of homophobic victimization and loneliness four times across two school years. Results may provide insight on potential preventative strategies that schools can enact to support 2SLGBTQ+ adolescents.

**Does teacher burnout moderate the association between teacher-child relationship quality and hyperactivity?**

Michelle Oke, Sandra Romero Carreon, & Wendy L. G. Hoglund

9 In middle childhood, the quality of children's relationships with their teachers has significant implications for their classroom experiences. Teacher-child relationship quality (e.g., closeness, conflict, dependency) may be particularly relevant for children who display hyperactive behaviours (e.g., difficulty sitting still, fidgeting). Gender and teacher burnout (e.g., emotional exhaustion, depersonalization) may moderate these associations. Using data from a one-year longitudinal study, the following questions were 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) Do teacher burnout and gender moderate these associations? Participants included 506 children in Grades 1 to 4 in 60 classrooms. Teachers reported on their relationships with children and children's hyperactivity in the Fall, Winter, and Spring. Parallel process latent growth curve models were used to examine change in relationship quality and hyperactivity and their associations. Multiple-group models were used to test gender as a moderator of these associations. Results indicated that teacher-child closeness, conflict, dependency, and hyperactivity showed no significant systematic change across the school year. Initial levels of conflict were positively associated with initial levels of hyperactivity. Teacher-child dependency was also positively associated with hyperactivity, whereas closeness was not associated with hyperactivity. Girls with more supportive teacher-child relationships displayed less hyperactivity. These findings highlight the importance of addressing relational quality to support children's behavioural outcomes in middle childhood classrooms.

**Challenges in modelling intracerebral hemorrhage and surgical treatment in rodents**

Grace M. Kunnel, Angely Claire C. Suerte, Anna C.J. Kalisvaart, Ana C. Klahr, & Frederick Colbourne

10 Our goal is to identify and evaluate potential treatments to reduce morbidity and mortality after intracerebral hemorrhage (ICH), which is a bleed into the brain. The bleeding (hematoma) and swelling (edema) lead to an increase in intracranial pressure (ICP) which raises the risk of additional brain damage and death. Decompressive craniectomy (DC) is performed in cases of large hematomas with critically elevated ICP, where rapid decompression is required to prevent herniation. By removing a large bone flap, DC is able to provide more space for tissue to expand, thereby reducing ICP. However, despite its lifesaving benefits in patients, DC carries significant risks, including rebleeding. Rebleeding is associated with poorer neurological and functional outcomes, yet no clinical guidelines currently define the optimal timing of DC after ICH. For this, we used rodent models and employed a collagenase-induced ICH model to compare hematoma volumes between the DC and sham groups. The goal of this thesis was to investigate how surgical timing influences rebleeding risk in the collagenase model, thereby establishing DC as a tool for future studies of brain volumetric perturbations. Two surgical time points were examined: a very early intervention at 6 hours post-ICH and a delayed intervention at 24 hours. Secondary outcomes included pain scores, neurological function, weight loss, and hydration status. As expected, DC at 6 hours worsened bleeding. Identifying the conditions under which rebleeding occurs following DC supports the use of this technique in this animal model for future studies and for investigating surgical complications.

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| 11 | <p><b>Evaluating reciprocal associations between peer aggression and perceived popularity</b><br/><u>Haley F. Fell, Kate V. Luken Raz, &amp; Wendy L. G. Hoglund</u></p> <p>Current understanding of peer popularity in middle childhood suggest that there are two types of popularity: sociometric popularity, where the child is both a coveted playmate and well-liked by peers, and perceived popularity, where the child is a desired playmate but not well-liked (Fernández-Zabala et al., 2020; Lease et al. 2020). Peer aggression is interpersonal in nature and includes both overt (e.g., hitting, name-calling) and relational (e.g., exclusion, rumor spreading) forms (Aimé et al., 2018; Coyne &amp; Ostrov, 2020). While prosocial behaviours are the key to positive peer relationships, perceived popular children may use aggression against peers to increase their social standing. The current study uses auto-regressive latent trajectory models with structured residuals to investigate the following research questions: (1) What directional model best describes the associations of overt and relational peer aggression with both sociometric and perceived popularity over two school years (concurrent, aggression-driven, popularity-driven, transactional)? (2) Are there gender differences in these directional associations? Participants included 506 children in kindergarten to Grade 3 who were assessed on six occasions across 2 years. Children were recruited from 10 elementary schools with low SES and ethnically diverse populations and assessed using peer nominations. The current study aims to provide insight into possible motivations for peer aggression and popularity in middle childhood, which may inform interventions for aggressive behaviours.</p>                                                                                                                                                                                                                          |
| 12 | <p><b>The First Step: What Shapes It Before It Begins?</b><br/><u>Harini C. Senasekera, Sophie E., Jacqueline P., Lesley B., Matthew H., Anne H.</u></p> <p>Prenatal cannabis exposure is a growing public health concern in Canada following the legalization of medical and recreational cannabis in October 2018. This is increasingly prevalent among pregnant women as cannabis can alter fetal development in utero which impacts early childhood outcomes. Currently, there is limited evidence-based information available to families on the safety and effects of cannabis use on their child. The present study investigates the potential implications of prenatal cannabis exposure on the motor development of infants at 18 months of age, as measured by the Bayley Scales of Infant and Toddler Development, Fourth Edition (Bayley-4). Additionally, the study examined whether mode of cannabis administration (smoked, vaporized, food-based, or other) differentially impacts developmental outcomes. Data were obtained from 42 infants enrolled in the Healthy Baby Brains study. Independent samples t-tests and multiple linear regression analyses were conducted to compare motor outcomes between exposed and non-exposed infants while controlling for gestational age, sex, and additional prenatal exposures. Results indicated no statistically significant differences in motor scores between groups. Regression analyses similarly showed that prenatal cannabis exposure was not a significant predictor of motor outcomes. Although exposed infants demonstrated slightly lower mean motor scores, this effect was not statistically significant. Exploratory analyses of mode of administration revealed no consistent pattern of association with motor outcomes. Overall, these findings do not provide evidence of a significant association between prenatal cannabis exposure and motor development at 18 months, though results should be interpreted with caution given the small sample size.</p> |

## Session 2: Poster Sessions

10:00 AM – 11:00 AM | CCIS PCL Lounge

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| 1 | <p><b>Exploring the neural mechanisms of individual variation in subordinate behaviour</b><br/><u>Angela Xia, Chandler E. G. Carr, Kathleen M. Munley</u></p> <p>Social hierarchies are frequently observed across the animal kingdom and play an important role in determining an animal's chances at survival and reproduction. How an animal may respond to stress and aggression can vary greatly depending on a number of factors, such as time, species, and individual susceptibility. For my project, I will examine the neural mechanisms that facilitate the expression of individual variation in subordinate behaviour in <i>Astatotilapia burtoni</i>, a species of African cichlid fish known for their flexible social status, following repeated social defeat. I will expose male <i>A. burtoni</i> to variable bouts of social defeat, after which I will measure neural activation of cholecystokinin b, a neuropeptide implicated in anxiety-like behaviour and social stress, and correlate these measures with recorded behaviour. By examining the mechanisms underlying subordinate behaviour, my work will enhance our understanding of how fish and other vertebrates respond to stress.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2 | <p><b>Effects of screen use and communication development in early childhood: A mixed-methods approach</b><br/><u>Joyce Liang, Andrea MacLeod</u></p> <p>Effective communication development is foundational to children's social, emotional, and academic success. The ability to produce and understand language is critical during early childhood, and when these milestones are delayed or missed, children often face long-term challenges, including persistent academic underachievement, difficulties forming social connections, and challenges in participating in everyday activities. With the increasing prevalence of screen based digital media, understanding the effects of screen time on developing children has become critical. This mixed-methods study investigates whether there is an interaction between children's screen use and their communication development. In addition, it examines how specific features of digital media, including type of screen media, duration of use, and engagement levels, relate to communication outcomes. The study will recruit approximately 60 caregivers of children aged three to 12 years. The caregivers will complete a survey consisting of five questions about the child's screen time habits. The survey will include both quantitative measures of screen exposure, communication outcomes, along with open-ended questions to capture caregivers' perspectives. Quantitative data will be analyzed using regression analyses, while qualitative responses will be examined using generic qualitative analysis. Findings from this research aim to inform evidence-based guidelines and provide caregivers and educators with actionable strategies to effectively navigate the digital environment.</p> |

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| 3 | <p><b>Emotion self-regulation and aggression in early childhood: Looking at gender differences</b><br/><u>Quinn Downes, Sandra Romero Carreon &amp; W. L. G. Hoglund</u></p> <p>Emotion self-regulation involves the capacity to monitor and adjust emotional responses to meet situational demands, a process that undergoes rapid development during the transition into preschool and kindergarten (Cole et al., 2020). While challenges with emotion self-regulation are frequently linked to aggressive behaviour, the directionality of their association and the influence of child gender remain unclear. The current study uses autoregressive latent trajectories with structured residuals to examine the interplay between three dimensions of emotion self-regulation – positive emotion maintenance, negative emotion dysregulation, and exuberant emotion dysregulation – with aggressive behaviour. Specifically, the following research questions are addressed: (1) How do children’s emotion self-regulation and aggression change over the course of one academic year, from preschool to kindergarten? (2) Are there bidirectional associations between emotion self-regulation and aggression? (3) Does child gender moderate the associations between emotion self-regulation and aggression? Participants included 443 children in preschool from diverse backgrounds who were assessed at four time points across two school years. The current study may inform theoretical developmental models of externalizing and regulatory behaviour by clarifying the nature of these associations between these constructs.</p>                                                                                          |
| 4 | <p><b>What do we know about gender and language learning over the past 10 years? A comprehensive literature review</b><br/><u>Tasmia Y. Shahid, Jessica Kattel, Jahn Andrei B. Gatchalian, Kimberly A. Noels</u></p> <p>Second language learning has been promoted and integrated into educational systems throughout the world because of its benefits like increased opportunities for communication, and career advancements (Alberta Education, 2006; Cook, 2016). Within this literature, researchers have increasingly examined how gender or sex may shape second language learning outcomes, particularly in relation to variables such as motivation and anxiety (Kutuk et al., 2021). However, findings on gender differences are dispersed across disciplines (e.g., linguistics, social psychology, neuroscience, etc.) and educational contexts, making it difficult to identify consistent patterns in the literature. To address this issue, we are conducting a comprehensive literature review to answer the following research question: What do we know about the role of sex/gender in shaping language learners’ experiences over the last ten years? Using Covidence, 639 peer-reviewed articles drawn from PsycINFO have been screened to determine if they report a study involving sex/gender, foreign/modern/second/new language, and learning/acquisition/development. We will be coding the studies in terms of countries of origin, target languages, gender-related variables and relevant language-related variables. Through our comprehensive review of the literature, we aim to contribute to organising the knowledge about gender gaps in second language learning to help guide future research.</p> |

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| 5 | <p><b>Validating challenge vs threat manipulations in the context of self-uncertainty: A pilot study</b><br/> <u>H. P. K. Gonella, R. Raval, E. Sharon, K. M. Kincaid &amp; D. E. Rast III</u></p> <p>Self-uncertainty is when an individual feels unsure about their identity, their values and beliefs, and their place in society. Previous research has shown that high self-uncertainty predicts greater identification with extremist groups and more support for autocratic leadership, wherein one has total control of the decision-making. Additionally, people's responses to uncertainty may differ depending on whether they view the uncertainty as a challenge or a threat. A person's perception of having sufficient resources to overcome the demands of uncertainty is known as a challenge, whereas the lack thereof is known as a threat. Typically, people in a challenge condition feel motivated towards success and overcoming obstacles, while people in a threat condition feel overwhelmed by focusing on potential negative consequences. Our hypothesis is that perceptions of challenge vs. threat will change how people experience and respond to uncertainty. The current pilot study aims to test the validity of an uncertainty manipulation with a novel manipulation for challenge vs. threat using in-person computerized surveys. Results of this study may inform a new manipulation method for challenge vs. threat that can be used for future research. If deemed valid, we aim to translate these methods in a future project to assess whether challenge vs. threat perception acts as a moderator in determining the relationship between self-uncertainty and support for autocratic leadership. We expect that experiencing uncertainty as a threat will amplify support for an autocratic leader, whereas experiencing it as a challenge will reduce this effect between uncertainty and autocratic leadership support.</p> |
| 6 | <p><b>Self-complexity: Understanding your identity as a Black Canadian student</b><br/> <u>Jana Sleiman, Glory Okebugwu, Ritika Raval, Bilan Abdulkadir, Kimberly A. Noels</u></p> <p>Self-complexity refers to the coexistence of multiple identities, shaped by social interactions and others' perceptions. Understanding self-complexity is crucial, as it sheds light on how identities form and how external labels can affect an individual's sense of self. Applying this concept to Black Canadians, we conducted a study analyzing the labels associated with Black Canadian students by members of their own racial group and by others. We collected responses from Black Canadian students through multiple open-ended questions centred on their ethnic, religious, and racial identities. We focused on a subset of the open-ended questions, coded the data in NVivo using thematic analysis, and identified broader themes from participants' responses. Preliminary results show that Black Canadian students have a prevalent theme of feeling more westernized when it comes to their identity being perceived by others. This study provides insight into the experiences of Black Canadian students and can inform their self-complexity. This research explores the experiences of Black Canadians, a group that remains underrepresented in academia. The themes emerging from this study offer valuable insights into how Black Canadian students perceive the labels assigned to them by others. Further exploration in this area could shed light on how these labels, along with other people's perceptions of them, influence their identities and self-reflections. When individuals are viewed by others in a way that differs from their self-perception, it can lead to a dissonance that may contribute to identity denial: when someone's identity is not recognized by others or by themselves.</p>                                       |

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| 7 | <p><b>Social and non-social modulators of value-driven attention</b><br/><u>Asees Kaur &amp; Dana A. Hayward</u></p> <p>Traditional models of attention distinguish between bottom-up (exogenous) and top-down (endogenous) mechanisms. Recent evidence, however, suggests a third category: value-driven attentional capture (VDAC), where reward history biases attention. While studies often utilize monetary or social rewards such as a smiling face and use simple line judgments, the impact of other rewards and more difficult judgments remains under-explored. This study investigates whether task type (social vs. non-social) and reward type (social vs. non-social) shape attentional bias alone or in conjunction. In a two-day paradigm, participants complete a training task to earn points, performing either a social task (judging the age of the target face amidst young adult faces - child or elderly) or a non-social task (judging the orientation of the target line amidst oblique lines - horizontal or vertical). Correct responses are followed by either social rewards (video clips of Joy from Inside Out) or non-social rewards (fireworks), as videos have been found to increase reward richness, especially in computerized tasks. Specific colors are implicitly associated with high or low point values. On the second day, a similar task measures attentional capture by presenting these previously reward-associated colors as distractors. Response times and accuracy will be analyzed using repeated-measures ANOVAs to evaluate the trajectory of reward learning and subsequent capture by previously rewarded distractors. We predict that while social rewards may enhance learning, social task content (faces) may impede reward learning, as participants may prioritize social information over color-value associations, leading to diminished capture.</p> |
| 8 | <p><b>The impact of parental technofence: The role of children's emotional regulation</b><br/><u>Leah Demchuk &amp; Sandra Wiebe</u></p> <p>The increasing presence of digital technology in our daily lives have become intertwined in the lives of children and their families. Technofence refers to the interruption of technology devices in day-to-day interactions (McDaniel &amp; Coyne, 2016). Studies have shown that parental technofence is associated with poor attentional control and executive function, however few studies have explored its impact on children's emotional regulation (Jiang et al., 2024; Carson &amp; Kuzik, 2021). This study aims to investigate the effect of parental technofence on children's emotional regulation, and whether these effects are specific to one type of technology. Data will be drawn from the ABCD labs' Cool and Hot Inhibitory (CHIC) study to assess the emotional regulation of children ages 4-6. Furthermore, parental technofence and children's emotional regulation will be measured using two parent questionnaires, an adapted version of the Technology Device Interference Scale (TDIS) and the Emotional Regulation Checklist (ERC), respectively (McDaniel &amp; Radesky, 2018; Shields &amp; Cicchetti, 1997). The findings from this study will contribute to understanding how parental technofence shapes child outcomes, with important implications for guiding families during a time of heavy dependence on technology.</p>                                                                                                                                                                                                                                                                                                                                                                                                        |

## **Building narrative comprehension: Developmental patterns of causal inferencing in children aged 3 to 6**

Lily Malthouse & Pamela Filiatrault-Veilleux

9 A pertinent facet of language development is inferential comprehension: using prior knowledge to understand narrative information not explicitly stated. Emerging at age 3, it influences social participation and reading outcomes (Kendeou et al., 2020). Key predictors include receptive vocabulary and higher-level discourse processes such as causal inference generation (Silva & Cain, 2015; Dawes et al., 2018). Causal inferences support narrative comprehension by linking story grammar elements and are categorized into six types: initiating event, internal response, goal, attempts, prediction, and solution (Van Kleeck, 2008). Although prior research suggests a relative emergence of each type, this has been implied across studies using varied methodologies, leaving their developmental sequence unclear. Moreover, clinically relevant tools for monitoring inferential comprehension in preschool children are limited. Using the Inferential Comprehension in a Narrative - Assessment (ICNA), this study investigates age-related differences in overall inferential comprehension and across the six inference types. Sixty English-speaking, typically-developing children will be divided by age (3-4, 4-5, 5-6 years) and assessed on two tasks. Receptive vocabulary will be measured using the Peabody Picture Vocabulary Test, Fifth Edition (PPVT-5). Inferential comprehension will be measured with the ICNA, a dialogic reading task targeting each inference type (Filiatrault-Veilleux et al., 2016). Age is expected to predict overall inferential comprehension and causal inference subscores, with older preschoolers acquiring more inference types. Additionally, we aim to confirm the ICNA's concurrent validity with receptive vocabulary and observe high construct validity through factorial analysis. Findings will help Speech-Language Pathologists identify delays in inferential comprehension and clarify its developmental trajectory in preschool.

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| 10 | <p><b>Interactions between perfectionism dimensions under success and failure: Effects on self-esteem</b><br/><u>Lucie Sarliève, Kyle Nash</u></p> <p>Amid rising expectations and competition in Western societies, increases in perfectionism have been observed, especially among undergraduate students in highly competitive, performance-focused academic environments. Perfectionism is a multidimensional personality trait commonly distinguished by Personal Standards Perfectionism (PSP) and Evaluative Concerns Perfectionism (ECP). PSP involves setting extremely high personal standards and is generally associated with greater academic success and self-esteem, whereas ECP involves heightened concern over mistakes, failure, and negative evaluation and is associated with poorer academic performance and lower self-esteem. Although PSP and ECP are often examined as separate dimensions, less attention has been given to how they interact within individuals and shape responses to success and failure, particularly given mixed findings regarding PSP and self-esteem. To address this gap, this study aims to examine how interactions between PSP and ECP influence self-esteem following experimentally induced success or failure using an interactionist approach. Participants will first complete a questionnaire assessing perfectionistic traits, then complete timed tangram puzzles under conditions designed to induce success or failure, and finally complete a second questionnaire assessing self-esteem. High levels of ECP are expected to be associated with lower self-esteem overall, particularly following failure, while high levels of PSP are expected to be associated with higher self-esteem. Additionally, PSP is expected to moderate the effects of ECP unless PSP reaches extreme levels, at which point its adaptive benefits are hypothesized to weaken. Finally, non-perfectionist participants are expected to show no significant changes in self-esteem across success and failure conditions.</p> |
| 11 | <p><b>Attraction or aversion: Role of valence, interaction, and the presence of people on attention</b><br/><u>Mehak Gill, Kanzah Rabbani, &amp; Dana A. Hayward</u></p> <p>Have you ever been shocked to realize you didn't see a change in a scene – for example, not noticing an actor switching clothes in a movie scene until it's been pointed out to you? This is a phenomenon termed 'change blindness.' While previous research has examined how social content or emotional valence can influence attention, no single study has examined how attention is allocated to scenes that vary simultaneously in: (1) the presence of people (people vs. no people), (2) whether individuals are interacting (interaction vs. no interaction), and (3) the emotional valence of the scene (positive vs. negative). To address this gap, the present study examined whether these features combined to influence change detection rates. Participants completed a change detection task in which they viewed alternating versions of images and indicated whether they detected a change, while their eye movements were recorded. The images (depicting real-life scenes) were drawn from eight categories created by combining these variables, such as 2 people kissing (people interacting positively), or a garbage dump (no people, no interaction, negative). We found that when changes were present, accuracy was affected by the presence of people, whether individuals were interacting, the valence of the scene, and the type of change (colour vs. object change). For control trials with no change, only valence affected accuracy, with participants showing higher accuracy for positive compared to negative scenes. Taken together, these findings suggest that multiple features of a scene can capture attention and influence how well people detect changes in their environment.</p>                                                                                                                                                           |

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| 12 | <p><b>PLANTING seeds: A toolbox intervention summer program for Social, Emotional, &amp; Executive Development for School readiness in preschoolers</b></p> <p><u>Maya Abdulhak &amp; Sandra Wiebe</u></p> <p>Early childhood is fundamental for the development of skills across several domains, including cognitive, social, and emotional. Within early childhood education (ECE) settings, educational, executive function, and self-regulation development is especially emphasized. ECE settings use curricula as guidelines for approaches to develop these skills, all of which are essential for school readiness. School readiness is defined as a child's readiness for short and long-term academic challenges beyond preschool, embodying their skills, knowledge and attitude towards learning. Major societal stressors cause notable declines in school readiness skills, and these stressors impact children of preschool age especially severely, due to them being in a developmental stage of heightened neuroplasticity, where skills, abilities, and attitudes developed tend to persist throughout the lifespan. "Planting SEEDS" is a pre-kindergarten toolbox intervention program designed to address declines in school readiness in modern-day preschoolers, following stressors impacting ECE over the last ten years. The intervention utilizes evidence-based approaches from established ECE curricula, emphasizing executive function and self-regulation. This project aims to study whether approaches from these curricula will improve the development of school readiness compared to Alberta's primary ECE strategies. The intervention's methodologies include pretest and posttest testing prior and after the intervention to determine the development of school-readiness related skills. Results may inspire official interventions, and provide foundations for discussing potential improvements that can be made to the Alberta ECE curriculum "Flight", to adapt ECE to the effects of stressors that negatively impact education and development, to ensure beneficial outcomes for preschoolers moving up to kindergarten.</p> |
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## Speed and quality of risk-taking in competitive games: Testing two unexploitable opponent designs

Yuna Jang & Ben Dyson

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Risk-taking behaviours in competitive environments can be studied using game paradigms involving unexploitable opponents, where outcome patterns cannot be reliably learned or anticipated by participants. Such opponents are commonly implemented using one of two models. The first is mixed strategy (MS), where responses are fixed to select all options equally in a randomized order, producing a long-run win rate approximating 50%. The second is a fixed win rate opponent, where outcomes are fixed to maintain a 50% participant win rate. Although both approaches are theoretically unexploitable, this study examines whether differences between these implementations influence participant decision-making behaviour. Using the novel zero-sum game, Dice Dual, participants will complete six counterbalanced blocks of 72 trials against a computerized opponent under six different combinations of two manipulations: opponent type (MS vs fixed 50% win rate) and number of available response options (2, 4, or 6). On each trial, participants will select a die value, and points will be awarded when the sum of the participant's and the opponent's selections is even. Reaction time (RT) and shift behaviour after outcomes will be analyzed to determine how different implementations of an unexploitable opponent influence decision-making speed and quality. Shift behaviour beyond binary choice conditions will also be examined to provide a clearer measure of decision-making quality. Findings may help determine whether mixed-strategy or fixed win-rate opponents provide a more appropriate methodological control for studying risk-taking behaviour in competitive game tasks, while also contributing to a deeper understanding of competitive decision making in gambling environments.

**Gender differences in the associations between motivation and psychological well-being: A self-determination theory perspective**

Marley Ewald, Avantika Singh & Kimberly Noels

- 14 Self-Determination Theory conceptualizes motivation along a continuum ranging from intrinsic motivation, driven by interest and enjoyment, to extrinsic regulation (external, introjected, and identified) and amotivation. These motivational orientations relate differently to individuals' psychological well-being. The theory also proposes that well-being is influenced by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness, which support goal-directed behaviour and psychological functioning. Previous research suggests that more autonomous forms of motivation, including intrinsic and identified regulation, are more strongly associated with positive psychological outcomes than extrinsic motivation and amotivation. This study examines how motivational orientations relate to well-being among university students, focusing on the five subscales of the Academic Motivation Scale (intrinsic motivation, three forms of extrinsic regulation, amotivation) and two indicators of psychological well-being: vitality and meaning in life. The survey also assesses the satisfaction of the basic psychological needs of autonomy, competence, and relatedness. Using survey data from undergraduate students (N=1928), this study uses correlational analyses to examine potential associations between motivation types, well-being variables, and examine whether these relationships differ between male and female students. Preliminary analyses indicate varied associations between motivation and well-being indicators, with some patterns aligning with theoretical expectations while others, particularly for introjected and identified regulation, diverge from Self-Determination Theory predictions. Intrinsic motivation is expected to be positively associated with vitality and meaning in life, whereas extrinsic motivation and amotivation may show weaker or negative associations. Examining these relationships may potentially provide insight regarding factors supporting undergraduate students' psychological functioning and overall well-being.

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| 15 | <p><b>The effect of outcome magnitude on win-stay and lose-shift behaviour in competitive decision-making</b><br/><u>Jaffer Yousofi &amp; Ben Dyson</u></p> <p>Reward magnitude refers to the value attached to wins and losses, which can modulate choices by influencing how strongly outcomes are encoded and acted upon. This is especially relevant in competitive decision-making, where outcome magnitude may differentially recruit fast, automatic processes versus slower, controlled reasoning. The goal of the present study is to examine how outcome magnitude influences behavioural adjustment in Dice Dual, a zero-sum game where participants and an opponent select a dice value that is summed to determine the winner (even sums = win; odd sums = loss). The current study extends prior work by varying outcome magnitude from trial to trial to explore how high- and low-value outcomes shape decision-making. Previous research suggests that outcome value may modulate win-stay behaviour more strongly than lose-shift behaviour (Forder &amp; Dyson, 2016). In the current study, 72 participants from the University of Alberta completed six blocks in which they selected from sets of two, four, or six response options on a touch-table interface against an unexploitable computerized opponent. In addition to outcome valence (win vs. loss), trials resulted in either a low value (<math>\pm 1</math> point) or a high value (<math>\pm 3</math> points) outcome. We predict that win-stay behaviour will be greater following high-value wins, since behavioural adjustment after positive outcomes appears to be more flexibly modulated by outcome value. In contrast, lose-shift behaviour is expected to remain relatively stable across high- and low-value losses, consistent with the view that responding after losses is faster and less sensitive to value.</p>       |
| 16 | <p><b>Motivation and psychological well-being in second language learning across cultural contexts</b><br/><u>Janna Elcehtry, Safa Awan &amp; Farah Elgnaoui</u></p> <p>Self-complexity refers to the coexistence of multiple identities, shaped by social interactions and others' perceptions. Understanding self-complexity is crucial, as it sheds light on how identities form and how external labels can affect an individual's sense of self. Applying this concept to Black Canadians, we conducted a study analyzing the labels associated with Black Canadian students by members of their own racial group and by others. We collected responses from Black Canadian students through multiple open-ended questions centred on their ethnic, religious, and racial identities. We focused on a subset of the open-ended questions, coded the data in NVivo using thematic analysis, and identified broader themes from participants' responses. Preliminary results show that Black Canadian students have a prevalent theme of feeling more westernized when it comes to their identity being perceived by others. This study provides insight into the experiences of Black Canadian students and can inform their self-complexity. This research explores the experiences of Black Canadians, a group that remains underrepresented in academia. The themes emerging from this study offer valuable insights into how Black Canadian students perceive the labels assigned to them by others. Further exploration in this area could shed light on how these labels, along with other people's perceptions of them, influence their identities and self-reflections. When individuals are viewed by others in a way that differs from their self-perception, it can lead to a dissonance that may contribute to identity denial: when someone's identity is not recognized by others or by themselves.</p> |

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| 17 | <p><b>How do atheists respond to uncertainty? Studying reactive approach motivation and atheistic belief</b><br/> <u>Charvi Sharma &amp; Kyle Nash</u></p> <p>When people feel threatened, they feel uncertain. This uncertainty is very aversive, and motivates people to seek relief by pursuing something that they are certain of. This motivational process is called reactive approach motivation (RAM). Our beliefs are things that we feel certain about, and work extremely well in reducing anxiety and uncertainty. For many, religious belief is something they turn towards in times they feel uncertain, and much research has been conducted on the role of religion in RAM. However, not much has been done to examine the role of religious non-belief. My research aims to address this gap by examining whether atheists, particularly those who are certain of their beliefs, will turn towards atheism as zealously as theists turn to religion, following a threat that induces personal uncertainty. I hypothesize that atheists will respond similarly to the theists, meaning they will double down on their beliefs following this threat.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 18 | <p><b>Transformational leadership and learning from errors: The roles of self-efficacy and psychological safety</b><br/> <u>Ashley MacFarlane &amp; Ian Gellatly</u></p> <p>Errors play a paradoxical role in work settings, as they simultaneously signal risk and serve as essential inputs for learning. The problem is that errors, by themselves, do not necessarily lead to innovation and change. Instead, research shows conditions must be in place to facilitate learning. In my research, I primarily examine the role of the leader and whether a transformational leadership style helps people learn from mistakes. If transformational leadership is associated with learning, then the next question concerns how this effect occurs. Drawing upon social-cognitive theory, my research will also test whether self-efficacy (with respect to learning) mediates the motivational effects of transformational leadership on learning. An emerging literature on innovation and change within groups points to the role of psychological safety. Thus, the next question is whether the process model outlined so far depends upon (is moderated by) perceptions of psychological safety. Data will be collected from employed participants recruited through an online research panel such as Qualtrics or Prolific. Measures of the core concepts will be drawn from the literature. Study hypotheses will be tested using moderated mediation analysis (e.g., PROCESS macro within SPSS). The implications of these findings for leadership theory, social-cognitive theory, and emerging models of learning from errors will be discussed, as will their management implications. Keywords: transformational leadership, self-efficacy, psychological safety, learning from errors.</p> |

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| 19 | <p><b>Distinguishing attentional lapses from monitoring failures in a continuous visual comparison task</b><br/><u>Alessandria Budynski &amp; Peter Dixon</u></p> <p>Metacognitive research has primarily focused on the accuracy of monitoring judgments, often requiring participants to explicitly evaluate their performance or confidence. However, an underexamined question concerns how frequently individuals spontaneously engage in metacognitive monitoring. The present study examines spontaneous monitoring in the context of mind-wandering and task-related interference during a continuous visual comparison task. Participants complete a spatial same/different task in which two nine-letter strings are presented simultaneously on each trial. On most trials, the strings are identical, while on a minority of trials, they differ by a single letter. This structure is intended to promote occasional attention lapses. Throughout the task, intermittent thought probes assess on-task focus, task-unrelated thought, and task-related interference. Participants may also self-report when they notice their attention has drifted. This design allows dissociation between attentional lapses, performance-related monitoring thoughts, and metacognitive awareness. By relating probe-caught and self-caught reports to accuracy, response times, and mismatch position effects, this study tests whether performance failures are more strongly associated with being off-task or with failing to notice being off-task. In doing so, this work extends prior work by examining not only the occurrence of mind-wandering, but the frequency and functional consequences of spontaneous metacognitive monitoring.</p>                                                      |
| 20 | <p><b>Media's effect on ageism towards older adults</b><br/><u>Chloe Gainor &amp; Kyle Nash</u></p> <p>Older adults are frequently portrayed negatively in the media, leading to increased ageism in society and worse overall outcomes for the older population. This randomized study will examine the relationship between different representations of older age in films with the implicit and explicit tendencies for ageism toward the older population. Participants will view one of three film clips. A clip from National Lampoon's Family Vacation will be used as the stereotypical treatment condition, depicting a senile, impaired, and dependent view of older adults. A clip from Golden Girls will be used as the adventurous treatment condition, depicting a lively, adventurous, and capable perspective on aging. Lastly, a clip from Gilmore Girls will be used as the control condition, displaying three older adults having a casual conversation, with little weight to either the stereotypical or adventurous depictions of older adulthood. An Implicit Associations Test (IAT) and Kogan's Attitudes Towards Older People scale will be conducted. Then, ANOVA statistical testing will be done to draw conclusions about the relationship between the media and ageism. It is predicted that those in the stereotypical treatment condition will show more bias on the IAT and Kogan's Attitudes Towards Older People scale than the control condition, and those in the adventurous treatment condition will show less bias on these tests as compared with the treatment condition. This might lead viewers to be conscientious about the content they watch and the effect it has on their biases, decreasing ageism and improving the experiences of older adults.</p> |

**Print exposure and inhibitory control in compound word interpretation: A free-production study**

Raj Bains, Christina Gagné, & Thomas Spalding

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Previous research suggests that interpreting noun-noun compound words involves selecting from competing candidate interpretations. Correctly interpreting saddlebag as 'bag FOR saddle' requires selecting the relation FOR while inhibiting alternatives. This study focuses on two individual-difference variables that influence this process: exposure to printed materials and inhibitory control. Greater print exposure, measured by the Author Recognition Test, predicts greater precision in the interpretation of noun-noun compounds, particularly for low-frequency items. Poorer inhibitory control, measured by the Eriksen flanker task, predicts a stronger pull toward the dominant interpretation of conventionalized 'X is Y' metaphors – those whose figurative meaning has been established through repeated exposure. Participants with poorer inhibitory control were faster at interpreting metaphors like clouds are pillows, suggesting inhibitory control influences the effect of a dominant meaning in interpretation. Both variables have been studied in isolation and across different stimulus types; whether they jointly influence compound interpretation, and whether they interact, has not been tested. The present study uses a free-production paradigm in which participants type their interpretation of noun-noun compounds. I predict that reading experience will most influence interpretation of low-frequency compounds, where greater previous exposure to compounds enhances precision of future interpretation. I predict that inhibitory control will most influence compounds with a single strongly dominant interpretation. Critically, I predict that the two variables interact. The benefit of greater print exposure should be strongest for those with poor inhibitory control, because a poorer ability to inhibit competing alternatives will strengthen the influence of a learned dominant interpretation.

**The cash-out feature in sports betting: Prevalence and characteristics of use in a national Canadian sample**

Carrie A. Shaw, Robert J. Williams, Rhys Stevens, Darren R. Christensen, Daniel S. McGrath, David C. Hodgins, Hyoun S. Kim, Youssef Allami, Fiona Nicoll, Joanna Park, Bo Truong, Brian Soebbing

22 Teacher-child relationship quality is described by closeness, conflict, and dependency. Closeness refers to affectionate and supportive interactions between teachers and children, while conflict refers to tense or negative exchanges (Rudasill et al., 2023). Dependency is the child's developmentally inappropriate overreliance or clinginess toward their teacher (Spilt et al., 2018). These dimensions of relationship quality matter because they are linked to children's academic skills (Ansari et al., 2025; Hosan & Hoglund, 2017). Supportive teacher-child relationships are linked to higher overall academic skills, whereas conflictual and dependent relationships are associated with lower academic skills (Ansari et al., 2025; Hosan & Hoglund, 2017). Previous studies have examined the covariation between teacher-child relationship quality and academic skills, yet few have examined directional associations across ethnic groups. This current study uses longitudinal data from a sample of 506 children in kindergarten to grade 3 who were followed over two school years to examine: (1) How do teacher-child relationship quality (closeness, conflict, dependency) and academic skills (mathematics and writing) change across time in middle childhood? (2) What direction best explains the associations between teacher-child relationship quality and academic skills across middle childhood: unidirectional (relationship driven vs. academic-driven), bidirectional within-time (concurrent), bidirectional across time (transactional)? Do these models differ by dimension of relationship quality (closeness, conflict, dependency) or by academic skill (writing, math)? (3) Does child ethnicity moderate these directional associations between relationship quality and academic skills? Findings may help teachers with ethnically diverse children develop strategies to foster positive relationships that may impact children's academic skills.

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| 23 | <p><b>Inferential comprehension in preschool children: Examining response quality using the ICNA</b><br/><u>Sawsan Hasanni &amp; Pamela Filiatrault-Veilleux</u></p> <p>Inferential comprehension plays an important role in young children's ability to understand stories and make connections between events that are not explicitly stated. Although these abilities begin to emerge during the preschool years, further research is needed to better understand how inferential comprehension develops between the ages of 3 and 6, particularly in terms of the quality of responses children produce when answering inferential questions. The present study aims to explore developmental differences in inferential comprehension among typically developing preschool children using a detailed scoring system. A total of 60 children aged 3-6 years will be recruited and divided into three age groups (3-4, 4-5, and 5-6 years). Children will complete the Inferential Comprehension Narrative Assessment (ICNA), a story-based task consisting of 19 inferential questions targeting six causal inference types related to story grammar elements (Filiatrault-Veilleux et al., 2016). Children's responses will be transcribed and scored on a quality continuum ranging from inadequate (0 points) to expected (3 points). Differences in response quality across age groups and inference types will be examined using chi-square analyses, and inter-judge reliability will be calculated to ensure consistency in scoring. These findings can help inform developmentally appropriate assessment and intervention strategies for young children with language comprehension difficulties.</p>                                                                                                                                                                                                                                                                                                                                                                                                  |
| 24 | <p><b>Investigating non-verbal communication through a reaching task</b><br/><u>Mya Gaudet, Brooke-Lyn Van Teeling, Brea Chouinard, Craig S. Chapman, &amp; Dana A. Hayward</u></p> <p>Autism is frequently framed through deficit-based narratives that shape how autistic people are perceived. Stigma surrounding autism appears in media, research, and social interactions, influencing how people think and behave. Social communication relies heavily on subtle, nonverbal movement cues that reveal subconscious states. However, little research has examined whether biases or stigma influence subtle communicative movements, or whether these effects differ depending on whether the person receiving nonverbal cues is believed to be autistic or non-autistic. Our study explores whether autism-related bias influences how people physically express their intentions during a reaching task. Autistic and non-autistic adults complete a communicative reaching task in which reaches are either directed or freely chosen, with chosen reaches expected to convey more non-verbal information. Participants know an observer will watch their movements to guess which target they are reaching for. After establishing baseline reaching patterns, we then change the context by (i) telling participants that autistic individuals will be observing their actions, and (ii) asking them to read written material about autism (deficit-focused vs. neuro-affirming perspectives). We examine whether changes in beliefs about autism are reflected in movement patterns, and whether these effects differ depending on whether someone is autistic or non-autistic. We expect that when individuals believe they are being observed by autistic people, especially following exposure to stigma-inducing information, their nonverbal movements will become more deliberate and less automatic, indicating bias. Overall, this research demonstrates how context, perceptions, and stigma can shape communication through subtle, everyday movements, often outside people's awareness.</p> |

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| 25 | <p><b>The association of peer acceptance and internalizing symptoms in early childhood: The moderating role of emotional self-regulation</b><br/> <u>Kiara Selin, Kate V. Luken Raz &amp; Wendy L. G. Hoglund</u></p> <p>As early as 4 years of age acceptance by peers can affect children's social and emotional development, including internalizing symptoms (Bornstein et. al., 2010). Peer acceptance is the degree to which an individual is valued or liked by peers (Salerni &amp; Messetti, 2019) and has been associated with lower rates of internalizing symptoms (e.g., depression, anxiety and somatic symptoms). Emotional self-regulation may further strengthen the benefits of peer acceptance on internalizing symptoms by offering children the ability to regulate emotional distress (Salerni &amp; Messetti, 2025). While associations between peer acceptance and internalizing symptoms have been found in middle childhood, there is limited research on early childhood, a sensitive developmental period for social and emotional skills (Yaşar &amp; Çay Sağlam, 2025). This study aims to answer: (1) Does peer acceptance at the beginning of preschool predict change in internalizing symptoms across preschool and kindergarten? (2) Does emotional self-regulation moderate associations between peer acceptance and internalizing symptoms in early childhood? Participants included 435 children in preschool who were followed over two school years. Teachers reported on children's peer acceptance, internalizing symptoms and emotional self-regulation (Crick et al., 1997; Reynolds &amp; Kamphaus, 2004). This study will inform classroom-based practices aimed at strengthening peer relations and child emotional self-regulation and curbing risks for internalizing symptoms in childhood and adolescence (Salerni &amp; Messetti, 2025; Memba &amp; Ostrov, 2021).</p>                                                                                                                                                                                                                                                                                                                         |
| 26 | <p><b>The Importance of Sensory-Safe Spaces for Autistic Students on Post-Secondary Campuses</b><br/> <u>S. Allen, M. R. Pabia, J. Saler, H. Ma, E. Coombs, I. Weigel-Mohamed, C. Devlin, S. Klein, S. Thompson-Hodgetts &amp; H. M. Brown</u></p> <p>Sensory differences are often overlooked in the built design of higher education campuses. However, sensory overwhelm poses a significant barrier for many Autistic students. The Campus Belonging questionnaire asked Autistic post-secondary students what they would change about university; many identified the lack of sensory-safe spaces on campus. This finding prompted a qualitative project on how campus spaces affect Autistic students' learning, well-being and sense of belonging. As part of the Living Library digital storytelling series, the study centres on the lived experience of current or former Canadian Autistic post-secondary students. Semi-structured interviews explored sensory barriers (e.g., lighting, noise, crowds), experiences of avoiding overwhelming spaces, supportive environments, and ideas for campus redesign. Interviews were transcribed and analyzed thematically, and findings were compared alongside existing research on sensory processing in higher education. Participants described lecture halls, dining halls, and libraries as central sites of sensory strain. Survey comments further highlighted research labs and social judgment as additional barriers. Several participants described leaving spaces or avoiding them altogether, limiting their engagement and time on campus. These findings align with research suggesting that persistent sensory stress can affect concentration, participation, emotional regulation and belonging. Drawing on Mostafa's (2021) The Autism Friendly University Design Guide, this project highlights three strategies: improving acoustics, creating escape spaces, and incorporating transition zones near high-traffic areas. Rather than treating sensory accessibility as an individual accommodation, this study argues that it should be integrated into campus design from the outset to foster inclusion for Autistic students and the broader campus community.</p> |

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| 27 | <p><b>The impact of cognitive off-loading through LLMs on learning</b><br/><u>Puneet Mander &amp; Sandra Wiebe</u></p> <p>Large Language Models (LLMs), as well as other forms of Generative AI are very popular among high school and post-secondary students. This raises concerns about academic dishonesty and the possible impacts of relying on LLMs to offload cognitive skills. This study aims to observe the possible effects that using LLMs to cognitively offload has on student responses and critical reading skills. A survey will be conducted to assess students' baseline usage of ChatGPT, as well as a thematic analysis of student responses to a literary passage either using or not using ChatGPT. Findings will provide insights about the possible ramifications of reliance on ChatGPT, especially within critical reading and thinking in young people.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 28 | <p><b>Understanding the directionality of the associations between internalizing symptoms and reading skills across the early years of reading development</b><br/><u>Sandra Romero Carreon, Mariana Tafur, &amp; Wendy Hoglund</u></p> <p>Emotion self-regulation involves the capacity to monitor and adjust emotional responses to meet situational demands, a process that undergoes rapid development during the transition into preschool and kindergarten (Cole et al., 2020). While challenges with emotion self-regulation are frequently linked to aggressive behaviour, the directionality of their association and the influence of child gender remain unclear. The current study uses autoregressive latent trajectories with structured residuals to examine the interplay between three dimensions of emotion self-regulation – positive emotion maintenance, negative emotion dysregulation, and exuberant emotion dysregulation – with aggressive behaviour. Specifically, the following research questions are addressed: (1) How do children's emotion self-regulation and aggression change over the course of one academic year, from preschool to kindergarten? (2) Are there bidirectional associations between emotion self-regulation and aggression? (3) Does child gender moderate the associations between emotion self-regulation and aggression? Participants included 443 children in preschool from diverse backgrounds who were assessed at four time points across two school years. The current study may inform theoretical developmental models of externalizing and regulatory behaviour by clarifying the nature of these associations between these constructs.</p> |
| 29 | <p><b>Political judgements on social media: Testing the majority heuristic</b><br/><u>Jasper Davis &amp; Kyle Nash</u></p> <p>This study examines social information use when making political judgements on social media. Participants will make political judgements, then read social media posts and comments about these political issues, and will then make the political judgements again. Previous research has shown that people use social information when uncertain of what to do or are unsuccessful in achieving a goal. Previous research has also shown that heuristics are often used as fast and frugal tools to make decisions under uncertainty. Therefore, it is predicted that participants will use comments to inform their judgements only when they have no strong prior opinion, and it is predicted that some participants will rely on a majority heuristic to make these judgements. That is, some participants will simply go with the majority in cases where they have no prior opinion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

### Session 3: Three Minute Thesis

Moderator: Saraiah Cottrell-Callbeck

11:15 AM -12:00 PM | BS P-116

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| 1 | <p><b>How individuals express experiencing life with migraines</b><br/><u>Jorja Williams &amp; Cor Baerveldt</u></p> <p>In this study, I 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 I perform open ended interviews with individuals who suffer from migraines. The questions pertain to how it orientates their daily life. Upon completion of interviews the audio recording is transcribed and anonymized. The transcription is analyzed via discourse analysis to develop a deeper understanding of the experiences. Findings pointed to the interviewees expressing difficulty of making their experiences visible, credible and communicable, a gap between lived body experience and institutional recognition and the tendency to draw on shared experiences as a basis for understanding. These findings reflect the importance of spreading awareness for migraines as well as the more generalized idea of all invisible illnesses.</p>                                                                                                                                                                                                                                                                                                                               |
| 2 | <p><b>The hidden cost of growing up disadvantaged</b><br/><u>Brooks, L., Tan, J.X.Y., &amp; Liu, P.</u></p> <p>Equal performance does not always reflect equal effort. Self-control relies on inhibitory control, a core cognitive ability that supports learning, relationships, and mental health across development. While differences in self-regulation are often attributed to the child, development occurs within environments that may place different demands on the brain. In this study, we recorded brain activity from children aged 9 to 12 as they completed a task requiring them to suppress automatic responses. We then examined whether neighbourhood disadvantage was related to how much neural effort was required to achieve that control. Children from more disadvantaged neighbourhoods performed just as well as their peers, but showed greater brain activation when inhibiting responses. This suggests some children must expend more cognitive effort to reach the same behavioural outcome. Although invisible in everyday behaviour, this additional effort may accumulate across development, placing a greater long-term burden on attention, learning, and emotional regulation. Understanding how environments shape the efficiency of developing brain systems shifts the focus from correcting behaviour to reducing the hidden cognitive load children carry as they grow.</p> |

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| 3 | <p><b>Language preferences among individuals diagnosed with dyslexia: Person-first vs. identity-first terminology</b><br/> <u>Khushleen Dhindsa, Chelsea Arseneau, Elisabeta Havkin, Jenaya Jones, Praveen Prem &amp; Jacqueline Cummine</u></p> <p>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. An ongoing survey is being 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 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 4 | <p><b>Teacher-child relationships and class climate: Associations with depressive and anxious symptoms</b><br/> <u>Craig Neaves, Jusleen Malhotra, Sandra Romero Carreon, &amp; Wendy L. G. Hoglund</u></p> <p>Internalizing symptoms such as depression and anxiety are a significant mental health concern during middle childhood (Tandon et al., 2009). Teacher child relationships, characterized by closeness, conflict, or dependency, are associated with the development of internalizing symptoms (Hamre &amp; Pianta, 2001). Children who experience close relationships with teachers may be at a reduced risk for reporting internalizing symptoms, while teacher-child conflict and dependency have been associated with higher levels of depression and anxiety (Baker et al., 2008). Findings on the directional associations between teacher-child relationship quality and depressive and anxious symptoms remain mixed. Furthermore, findings on whether characteristics of classroom climate such as emotional support, instructional support, and organization may moderate these associations are limited. The current study used autoregressive latent trajectory models with structured residuals to test four models (concurrent, relationship-driven, child-driven, and transactional) of directional associations between children’s depressive and anxious symptoms and teacher-child relationship quality. The following research questions were addressed: (1) How do teacher-child relationship quality and child anxious and depressive symptoms change and co-occur? (2) What model best represents the directional associations? (3) Does classroom climate quality and gender moderate these directional associations? Participants were 402 children (Mage = 7.7 years) and 58 teachers assessed in the fall, winter, and spring of a single school year. Overall, the concurrent model provided the best fit. Dependency may predict later anxiety, providing partial support for relationship-driven effects. Findings from this study may contribute to the development of class-wide interventions and social-emotional learning supports for children.</p> |

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| 5 | <p><b>Directional associations between language development and peer aggression in middle childhood</b><br/><u>Connor Peterson, Sandra Romero Carreon, &amp; Wendy L.G. Hoglund</u></p> <p>Middle childhood is an important period for the consolidation of language and literacy skills and peer aggression. Language and literacy include the skills used for reading comprehension, word identification, and communicating ideas to others. These skills develop in early childhood and are consolidated in middle childhood with greater peer and teacher interaction. This development can be hindered by aggression as children lose opportunities for interaction. (Bloome &amp; Green, 2015). There are at least two forms of peer aggression: overt and relational. Overt aggression includes physical and verbal acts intended to cause harm. (Fite et al., 2023). Relational aggression includes acts of harm to relationships and social status. Gender differences in the frequency of these forms of aggression have been identified (Nelson et al., 2022). 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 506 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) who were followed over two school years. While a transactional model best explained the associations between relational aggression and language and literacy, a concurrent model provided the best fit for overt aggression and language and literacy. Results differ across boys and girls. Overall, initial findings show that relational aggression is initially associated with greater language and literacy skills, but as children get older, relational aggression becomes associated with worse language and literacy.</p> |
| 6 | <p><b>What makes you Canadian? Examining identity through the experience sampling method</b><br/><u>Isabel Yek En Ng, Anny Kwon &amp; Kimberly A. Noels</u></p> <p>According to Statistics Canada (2022), immigrants make up approximately 23% of Canada's population, significantly shaping its social, cultural, and economic landscape. Feeling a sense of belonging to Canada can depend on the type of language used, the ethnicity of the interaction partner, and a variety of other situational factors. Given this, Canadian identity can be a fluid process that changes across different situations. To capture this, we employed the Experience Sampling Method (ESM) to gather self-reports from immigrant students three times a day for five days. Approximately 70 participants reported their feelings of identity alongside important contextual information, allowing us to capture how identity shifts over time. We hypothesize there are significant variations in Canadian identity across different situations across the sampling period. This research shines a light on the dynamic nature of cultural adaptation at a daily level and illustrates how moment-to-moment experiences influence identity expression. Our findings can inform immigrant-serving organizations, postsecondary institutions, and other community stakeholders committed to fostering inclusive environments for immigrants in multicultural societies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| 7 | <p><b>Eye saw that: Gaze and motion indices of deception</b><br/><u>Megan Loepelmann, Isabelle Suen &amp; Dana Hayward</u></p> <p>How an individual takes in information from the world can reveal their goals, based on the signals they project. Previous research has examined gaze and motion as independent social signals, but few have looked at their combination. In the current study, we collected both eye and computer-mouse tracking data to assess whether multiple social signals provided contrasting or complementary sources of information, and whether this changes based on intention. In Phase 1 (N=64), participants selected their least favourite image from an array, at first naively, and then they are told to deceive a future observer of their choice. In Phase 2 (N=126), the gaze and/or mouse trajectories of Phase 1 participants were shown to new participants, who were asked to guess which image the Phase 1 participant chose, allowing us to examine whether accuracy is affected by naive or deceptive intent. Although we found slight differences in the pattern and duration of eye and mouse movements, participants had lower accuracy for the deceive trials, whether they saw the movements of just eyes, just mouse, or both. These results demonstrate that participants were able to use cues to successfully deceive others, and that gaze and motion are similarly revealing. The findings of this study further the understanding of how social behaviours can be deliberately used to further a goal. Future research will examine the role of helpful intentions, by asking participants to use their gaze and motion to make it easier for others to guess their choice.</p> |
| 8 | <p><b>Autistic perspectives on sensory safety in higher education</b><br/><u>Hauser, J., Wang, A., Nakonechny, A., Vanden Berg, E., Kadoura, Z., Weigel-Mohamed, I., Brandsen, S., Saler, J., Dwyer, P., Scheerer, N., Ma, H., Hayward, D., &amp; Brown, H. M.</u></p> <p>In this study, I 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 I perform open ended interviews with individuals who suffer from migraines. The questions pertain to how it orientates their daily life. Upon completion of interviews the audio recording is transcribed and anonymized. The transcription is analyzed via discourse analysis to develop a deeper understanding of the experiences. Findings pointed to the interviewees expressing difficulty of making their experiences visible, credible and communicable, a gap between lived body experience and institutional recognition and the tendency to draw on shared experiences as a basis for understanding. These findings reflect the importance of spreading awareness for migraines as well as the more generalized idea of all invisible illnesses.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| 9  | <p><b>Aging across cultures: Examining false memory effects on young and old Canadian, Japanese, and Turkish adults</b><br/> <u>Allison Wischniewski, Takahiko Masuda, Junko Kanero &amp; Ilkan Can Ipecki</u></p> <p>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 this 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 belief is that older adults will see a larger false memory effect, with differences across cultures depending on the beliefs surrounding aging. Currently, the Canadian portion of the study has 50 young adult participants, with data collection on older adults to begin soon. The results of this study will help to fill a large gap in cross-cultural research, especially in relation to aging.</p> |
| 10 | <p><b>How do summaries and reading speed affect engagement and understanding</b><br/> <u>Peter Dixon &amp; Om Patel</u></p> <p>Mind-wandering during reading significantly impairs comprehension, particularly when text difficulty or presentation speed exceeds cognitive thresholds. Objective: This study investigated how the presence of a pre-reading summary and varying presentation speeds influence task engagement and story comprehension. Using a 2 (Summary: Present vs. Absent) × 3 (Speed: 150, 200, 300 wpm) between-subjects design, participants read a story using Rapid Serial Visual Presentation (RSVP). Task-related focus was measured using thought probes delivered at random intervals throughout the story. Following the reading task, participants completed a comprehension assessment and reported their subjective interest in the material. Preliminary analysis indicates that providing a summary before reading significantly increases overall interest in the narrative. These findings suggest that instructional scaffolding, such as summaries, can enhance reader engagement. This has implications for digital reading environments and educational interventions aimed at reducing decoupled thought during high-speed information processing.</p>           |

**Does who I am depend on where I am? Examining situated ethnic identity through ESM**

Anny Kwon, Isabel Ng Yek En & Kimberly A. Noels

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Canada's growing ethnocultural diversity underscores the need to better understand how immigrants adapt to multicultural societies through their everyday social interactions. For immigrant students, identity is not a fixed attribute but a dynamic process that shifts across contexts, languages, and interaction partners. This study examined how immigrant university students negotiate their ethnic and Canadian identities in daily life, and how these identity shifts vary across situations in their daily lives. Using the Experience Sampling Method (ESM), this research captures identity as it unfolds in real time rather than relying on retrospective reports. Approximately 70 immigrant students received brief electronic prompts three times per day (morning, afternoon, evening) over a five-day period. At each prompt, the participants reported their momentary identification with both their ethnic and Canadian identity. It is hypothesized that there will be variability in their heritage ethnic identities across situations. By focusing on identity as a situated and context-dependent process, this research advances acculturation theory and contributes to a more nuanced understanding of immigrant adaptation. These findings will be discussed in terms of their practical implications for community organizations, postsecondary institutions, and language educators by highlighting how everyday linguistic and social environments can facilitate or constrain immigrants' sense of belonging and inclusion in multicultural societies.

#### Session 4: Three Minute Thesis

Moderator: Mia Leedell

1:15 PM -2:00 PM | BS P-116

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| 1 | <p><b>Ads to action: How perceived control and gambling-related content affect betting decisions</b><br/><u>M. Sinongco, B. Cotton, D. Okoroafor, &amp; D. A. Hayward</u></p> <p>Inhibitory control is the ability to suppress dominant responses in favour of goal-directed behaviours. This function exists in both cool (emotionally neutral) and hot (emotionally motivating) contexts. Although research on these distinctions is rapidly expanding, existing measurement tools remain limited. The present study aims to contribute to this area by validating a novel task adapted from Cañigueral et al. (2023). The Pizza Party task is a stop-signal model using stimuli with established socio-emotional valence. In the first phase, participants interact with child-friendly animal characters across three conditions: hot-positive, hot-negative, and cool, to establish emotional associations. In the second phase, these same characters serve as stimuli in a stop-signal task. It's hypothesized that differences in stop-signal reaction time across stimulus identities will support the task's validity as a measure of hot and cool inhibitory control. Using an adult sample, this study aims to provide initial validation for the Pizza Party task and expand the available tools for assessing inhibitory control across emotional contexts.</p>                                                                                                                                                                                                                                                                                                                                                                   |
| 2 | <p><b>The impact of confirmation bias on memory</b><br/><u>Jake Gannon &amp; Kyle Nash</u></p> <p>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 addresses this by testing participants on the detailed information used to support an argument. The study was administered in the form of an online survey. Participants were first asked to give their opinion on four topics: school uniforms, gun control, death penalty, and abortion policies. Next, they read a series of short articles presenting differing perspectives on these issues along with supporting evidence and rated their agreement with each article. Finally, they completed a true/false exam to test their memory. The hypothesis was that participants will tend to remember information better if it supports their original stance on a topic. The results showed an overall significant positive correlation between the participants agreement scores on each article and their score on test items sourced from the respective article. However, there were mixed results on the whether initial opinions impacted test scores, and the sample was very biased on every topic. Ideally, the study should be rerun using a more nuanced measure of initial opinion, and a more diverse sample, to ensure that the correlation was due to confirmation bias.</p> |

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| 3 | <p><b>Red, blue, and ew: The relationship between political ideology, disgust, and punitive attitudes.</b><br/><u>Caydence Brace &amp; Kyle Nash</u></p> <p>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.</p> |
| 4 | <p><b>Validating the Pizza Party Task: A hot and cool inhibition task adapted for preschool children</b><br/><u>Kinew Moosewaypayo &amp; Sandra Wiebe</u></p> <p>Inhibitory control is the ability to suppress dominant responses in favour of goal-directed behaviours. This function exists in both cool (emotionally neutral) and hot (emotionally motivating) contexts. Although research on these distinctions is rapidly expanding, existing measurement tools remain limited. The present study aims to contribute to this area by validating a novel task adapted from Cañigueral et al. (2023). The Pizza Party task is a stop-signal model using stimuli with established socio-emotional valence. In the first phase, participants interact with child-friendly animal characters across three conditions: hot-positive, hot-negative, and cool, to establish emotional associations. In the second phase, these same characters serve as stimuli in a stop-signal task. It's hypothesized that differences in stop-signal reaction time across stimulus identities will support the task's validity as a measure of hot and cool inhibitory control. Using an adult sample, this study aims to provide initial validation for the Pizza Party task and expand the available tools for assessing inhibitory control across emotional contexts.</p>                                                                                                                                                                   |

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| 5 | <p><b>Extracting the effects of mere presence from player interactions in competitive games</b><br/><u>Hannah Malmo &amp; Ben Dyson</u></p> <p>The effects of mere presence in games are difficult to isolate due to the confound between the presence of other human agents and the necessity for interactive decision-making. In the present study, we attempt to separate the effects of presence and interactivity by manipulating presence in both interactive and non-interactive game paradigms. We manipulated mere presence by having participants either play with a computer or a researcher. We manipulated interactivity by having participants either play against the other player directly (producing interdependent outcomes) or against a computerized third-party (producing independent outcomes). Critically, the behaviour of both human and computer opponents was identical in the long run. We hypothesize that response times in the dependent presence condition will increase, as playing against a human opponent requires effortful suppression of exploitable responses. We predict that the mere presence of another person (independent presence condition) will facilitate similar effects to a lesser degree. If this prediction is accurate, the response times in the independent presence condition should fall between the dependent presence condition and the non-presence conditions. We will also confirm whether people tend to play more randomly (less exploitably) against other people as a result of dependent scores or mere presence.</p>                                                            |
| 6 | <p><b>Is my brain rotting? The correlation between TikTok use and attention</b><br/><u>Kraus, H*, Skofenko, N*, &amp; Hayward, D.A. (joint first authors)</u></p> <p>Concerns that digital media consumption may erode attention have become increasingly prominent in recent years due to the rise of social media and short-form video applications. As a result, research has begun to investigate the association between general digital media consumption and attention. However, findings remain inconsistent, with some studies linking high digital media use to altered attention, while others report weak or null associations. Notably, there is limited research examining whether consumption of specific platforms is associated with attention outcomes. In particular, it is unclear whether people with high usage of TikTok, an app which presents users with algorithmically curated streams of short-duration videos, would differ in attention compared to people with lower levels of use. In the present study, participants completed two behavioural tasks which measure two distinct forms of attention: the Stroop task (attention inhibition) and the number-letter task (attention shifting). They then self-reported their TikTok usage by checking their phone's screen time reports. Using a median split, we sorted participants into "high" daily users or "low" daily users. We found no differences in accuracy and reaction times between high versus low TikTok users, suggesting that individual differences in consumption levels may not be associated with differences in inhibition or task switching.</p> |

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| 7 | <p><b>What would a narcissist do? The influence of social rejection on moral decision-making</b><br/><u>Kaitlyn-Rae Tearle &amp; Kyle Nash</u></p> <p>Previous research suggests that understanding the narcissist's moral compass is difficult, as it appears deceptive and varies depending on social rejection. For example, those high in vulnerable narcissism tend to be more vengeful and aggressive after social rejection. This study investigated the effects of social rejection on narcissists' moral decisions, employing Conway and Gawronski's (2013) process dissociation approach. We hypothesized that rejected vulnerable narcissists (VN) will make more harm-accepting decisions in congruent dilemmas than any other condition. We expected that rejection would not affect grandiose narcissists' (GN) decisions in congruent dilemmas. However, high GN would lead to more harm-accepting decisions in congruent dilemmas than those with low GN. Multiple regression analysis showed that social rejection was not a significant predictor of dilemma responding when analyzed on its own or in interaction with narcissism. However, GN did significantly predict harm-accepting decisions in congruent dilemmas and is associated with being less deontological.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 8 | <p><b>Myth Busted? Similarity and attachments' role in perceived romantic attraction</b><br/><u>Talia Peters &amp; Kyle Nash</u></p> <p>The similarity-attraction hypothesis holds that we are more attracted to individuals who share our values, whether that is perceived or actual. The idea that 'birds of a feather flock together' applies to romantic partners and friendships. There is considerable research indicating that actual and perceived similarity influence attraction and romantic partner selection. People are more positively inclined towards and attracted to partners and partner prospects with perceived higher similarity levels. There is a 'sweet spot' of similarity, referring to when a partner complements but does not challenge self-evaluation. Attachment style refers to the type of relationship we establish with caregivers that carries into romantic relationships, resulting in a specific behavioural and emotional pattern that can be separated into four categories. They are divided by levels of anxiety and avoidance in relationships, impacting intimacy and trust. Research findings indicate that attachment styles play a role in partner selection and preferences, though the connection-attraction may not be as strong. People tend to prefer those with secure attachment to those with insecure attachment. There have also been findings that indicate people are more likely to select partners of the same attachment style. We measured anxiety and avoidance levels to determine attachment style and a questionnaire about values. We then had participants rate how attractive a person is, with varying levels of similarity (based on the values selected prior). We aimed to determine whether attachment style moderate the extent of preferred similarity attraction. We did find a replication of the similarity attraction hypothesis, specifically that higher similarity resulted in higher attraction. There was no moderation of attachment anxiety or attachment avoidance or their interaction. However, there was a main effect where higher avoidance levels had lower lower attraction ratings and higher anxiety levels had higher attraction ratings.</p> |

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| 9  | <p><b>How facial age and emotional expression impact inhibitory responses in children and young adults</b><br/> <u>Autumn Langner &amp; Sandra Wiebe</u></p> <p>As adults, we have learned to respond effectively to different emotions. Subtle biases can influence perceptual and cognitive processing. Therefore, we may respond differently to the emotions of a child compared to a peer. Own-age bias refers to one's tendency to more accurately recognize faces of one's own age compared to other ages (Wright &amp; Stroud, 2002). This study examines the interaction of facial emotion and age on inhibitory responses using a Go/No-go task. Participants include 6- to 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 includes child and young adult emotional and neutral faces. Neutral faces indicated Go trials, where participants were instructed to press a button. For a minority of trials (25%), an emotional face (anger or happiness) will indicate the No-go trials, where participants should not press the button. The task will include four blocks, representing each combination of facial age and emotion. Performance will be assessed using accuracy and Go reaction time, and will be analyzed to examine the effects of facial age (same-age vs. other-age), emotion (angry vs. happy), and trial type (Go vs. No-go). Results of this study will increase our understanding of how facial characteristics affect cognitive processing and our interactions with people of different ages.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 10 | <p><b>The influence of teacher-child relationship quality with sociometric and perceived peer popularity in middle childhood</b><br/> <u>Raya Q. Bibkewich, Kate V. Luken Raz &amp; Wendy L. G. Hoglund</u></p> <p>During middle childhood, the types of relationships children have with their peers become increasingly important, including peer popularity (Wentzel et al., 2021). Peer popularity includes two related yet distinct forms of popularity: sociometric and perceived. Sociometric popularity refers to how noticed and well-liked a child is by their peers (Janošević &amp; Petrović, 2018). Perceived popularity refers to how noticed children are by peers but often with low likeability. In addition to peer relationships, the relationship quality with teachers is also meaningful for social development during middle childhood (Endedijk et al., 2022). Teacher-child relationship quality includes positive dimensions, such as closeness, and negative dimensions, such as conflict and dependency (Magro et al., 2024). While there is an established link between peer popularity and the quality of a child's relationships with their teachers, the directional nature of these associations remains unclear across middle childhood. The current study uses data from a two-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 associations between peer popularity and teacher-child relationship quality. Participants included 506 children in kindergarten to Grade 3 who were assessed six times over two school years through peer nominations and teacher reports. The current study will add to the understanding of how associations between peer popularity and teacher-child relationship quality may unfold, with implications for supporting positive social interactions during middle childhood.</p> |

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| 11 | <p><b>Examining the link between executive function and emotion regulation, and the role of parenting styles</b><br/><u>Andy Ma &amp; Sandra A. Wiebe</u></p> <p>How we are parented can shape the way we think and manage our emotions well into adulthood. Two important skills linked to healthy functioning are executive function, which helps us control attention and behavior, and emotion regulation, which helps us manage emotional responses. Although past research has examined how parenting relates to each of these separately, the results are inconsistent and less is known about how they relate to one another and whether parenting influences both. This study examined undergraduate students aged 17 to 30 to explore whether executive function and emotion regulation are connected, and whether parenting styles predict these abilities. Parenting was measured in terms of parental care and overprotection. Executive function was assessed through a task measuring inhibitory control, and emotion regulation was measured through common strategies people use to manage emotions. The findings showed that executive function and emotion regulation were not significantly related in this sample. However, parenting did matter. Higher parental care predicted less use of emotional suppression, while higher parental overprotection predicted poorer inhibitory control. These findings suggest that parenting may continue to shape emotional and cognitive development in young adulthood, even if these two skills do not directly relate to one another. This highlights the lasting importance of supportive parenting and may help inform parent education aimed at fostering healthier development.</p>                                                                                                                                                                                                                                                                              |
| 12 | <p><b>The role of self-schemes in the relationship between neighbourhood deprivation and adolescent depression</b><br/><u>Emma Schuknecht &amp; Pan Liu</u></p> <p>Depression rates have increased significantly over the past decade, especially in the adolescent population, yet the cognitive mechanisms that may protect at-risk adolescents remain under-investigated. Previous studies have identified self-schematic processing as a potential factor associated with the development of depressive symptoms. The current study investigated the role of self-schematic processing as a moderator in the relationship between neighbourhood area deprivation and adolescent depressive symptoms. A sample of 108 early adolescents (<math>M=10.91</math> years, <math>SD=1.45</math>) was recruited from the areas of Fargo, ND and Moorhead, MN. Neighbourhood deprivation was measured by the Area Deprivation Index (ADI), and self-schematic processing was measured via the behavioural Self-Referent Encoding Task (SRET). Adolescent symptoms of depression were measured using parent reports from the Child Behaviour Checklist (CBCL). The moderation analysis revealed a significant interaction between area deprivation and positive self-schematic processing. Higher levels of area deprivation were a significant and strong predictor of increased withdrawn-depressive symptoms for adolescents with lower positive self-schemas. For adolescents with higher positive self-schemas, the strength of this relationship weakened, indicating that higher positive self-schemas may weaken the relationship between higher area deprivation and the development of depressive symptoms. These findings suggest that positive self-schemas serve as a protective factor that may mitigate environmental risk factors associated with mental health outcomes, offering a potential target for resilience-based interventions. Keywords: self-schemas, self-schematic processing, neighbourhood deprivation.</p> |

**Session 5: Poster Presentations**  
**2:15 PM -3:15 PM | CCIS PCL Lounge**

**Can writing about your values reduce how much you dislike the other political side?**

Mani Vahdatizadeh & Kyle Nash

- 1 Political divisions today are increasingly personal—people don't just disagree with the other side, they dislike them. This "affective polarization" poses challenges for democratic discourse. We tested whether a brief psychological intervention could reduce partisan hostility by examining whether reflecting on personal values (self-affirmation) combined with planning strategies for staying calm during disagreements (implementation intentions) could help partisans feel less threatened and less hostile toward opposing parties. In an online experiment, 245 Canadian partisans completed writing tasks, read a negative news article about their own political party, and reported their feelings toward other parties. Contrary to predictions, neither intervention reduced feelings of threat or hostility toward opponents. However, feeling threatened by criticism of one's party was associated with greater hostility, while openness to opposing viewpoints was associated with substantially lower hostility. Together, these factors explained nearly 30% of differences in partisan animosity. These findings suggest brief psychological exercises alone may be insufficient to reduce political hostility. Even if such exercises reduce defensiveness momentarily, that openness needs somewhere to go. Without concrete tools for engaging differently—structured conversations, exposure to people from opposing parties, or training in constructive disagreement—momentary openness may fade. Reducing polarization may require not just changing how people feel, but giving them something meaningful to do with that change.

**Comparing the auditory and visual processing of English compound words**

Claire Alstad, Christina Gagné, & Thomas Spalding

- 2 While there have been several studies discussing the processing of compound words in both the visual and auditory contexts, there have been very few that have examined them together. There is debate within the literature as to whether compound words are processed by a compositional route, where each constituent is separately accessed, by recalling the whole compound at once from memory (whole-word retrieval), or through a dual-process method. This study seeks to answer the following questions: (1) "Does changing the method of presentation impact the processing route of compounds?" and (2) "Does semantic transparency have a similar or different effect on visually- or aurally-presented compounds?" Participants will be presented with a series of compound words in both visual and auditory contexts which they will be asked to type out. By analyzing response time latencies at the constituent break and the overall typing time, we can examine the processing route of the word. For example, if a compositional route is used, we should see an increase in typing latencies at the constituent boundary, which would not be seen in the case of whole-word retrieval. We hypothesize that compound words will be processed in a similar way in both an auditory and written format and that the processing costs introduced in semantically opaque compounds will be more pronounced in the auditory context. This study will contribute to the existing literature by comparing the comprehension differences between the auditory and visual presentation of compound words.

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| 3 | <p><b>Teacher-child relationship quality and academic skills: Does child ethnicity matter?</b><br/> <u>Danna I. Mateus Forero, Mariam M. N. Moustafa, Sandra Romero Carreón &amp; Wendy L. G. Hoglund</u></p> <p>Teacher-child relationship quality is described by closeness, conflict, and dependency. Closeness refers to affectionate and supportive interactions between teachers and children, while conflict refers to tense or negative exchanges (Rudasill et al., 2023). Dependency is the child's developmentally inappropriate overreliance or clinginess toward their teacher (Spilt et al., 2018). These dimensions of relationship quality matter because they are linked to children's academic skills (Ansari et al., 2025; Hosan &amp; Hoglund, 2017). Supportive teacher-child relationships are linked to higher overall academic skills, whereas conflictual and dependent relationships are associated with lower academic skills (Ansari et al., 2025; Hosan &amp; Hoglund, 2017). Previous studies have examined the covariation between teacher-child relationship quality and academic skills, yet few have examined directional associations across ethnic groups. This current study uses longitudinal data from a sample of 506 children in kindergarten to grade 3 who were followed over two school years to examine: (1) How do teacher-child relationship quality (closeness, conflict, dependency) and academic skills (mathematics and writing) change across time in middle childhood? (2) What direction best explains the associations between teacher-child relationship quality and academic skills across middle childhood: unidirectional (relationship driven vs. academic-driven), bidirectional within-time (concurrent), bidirectional across time (transactional)? Do these models differ by dimension of relationship quality (closeness, conflict, dependency) or by academic skill (writing, math)? (3) Does child ethnicity moderate these directional associations between relationship quality and academic skills? Findings may help teachers with ethnically diverse children develop strategies to foster positive relationships that may impact children's academic skills.</p> |
| 4 | <p><b>Teacher-child relationship quality: Investigating children's language skills and emotional self-regulation</b><br/> <u>Laura A. Gervais, Madison E. Crocker, Sandra Romero Carreón &amp; Wendy L. G. Hoglund</u></p> <p>The quality of the relationship children share with teachers can set the stage for children's social and academic success (Maldonado-Carreno &amp; Votruba-Drzal, 2011). Positive correlations have been found between teacher-child relationship quality and children's language and emotional self-regulation skills (Rose et al., 2018). However, the directional associations between teacher-child relationship quality, language skills, and emotional self-regulation skills are unclear. The present study uses a developmental cascade model to investigate: (1) the associations between language skills and teacher-child relationship quality in the early school years, (2) whether emotional self-regulation mediates associations between language skills and teacher-child relationship quality, and (3) whether these associations differ by child gender, ethnicity, aggression, and socioeconomic status. Participants included 443 children in preschool who were followed over two years. Data were reported by teachers. The present study aims to address a gap in the literature on how children's language skills relate to the quality of relationships with teachers in the early school years. Results from this study will inform knowledge of how emotional self-regulation skills matter for children's school-related outcomes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| 5 | <p><b>Associations between witnessing bias-based victimization and perceptions of school safety in adolescence</b><br/> <u>Madison P. Roth, Kate V. Luken Raz, &amp; Wendy L. G. Hoglund</u></p> <p>Bias-based victimization is a form of peer victimization that refers to when an individual is targeted based on perceived group membership (Jones et al. 2018). Witnessing bias-based victimization is a common occurrence and has been found to be associated with higher levels of anxiety and depressive symptoms (Midgett &amp; Dumas, 2019). Previous research has indicated that gender may moderate the association between witnessing school bullying and social anxiety (Dumas et al., 2023). School climate is a school's organizational structure, rules, values, and the degree of quality in social interaction and relationship patterns experienced by those in a school (Cohen et al., 2009). School safety, a component of school climate, describes whether students perceive their school environment to be safe. Few studies have examined associations between witnessing bias-based victimization and adolescents' perception of school safety. This study examines: (1) How does witnessing bias-based victimization and adolescents' perceptions of school safety change across early to middle adolescence? (2) Does witnessing bias-based victimization relate to a change in adolescents' perception of school safety or vice versa? (3) Does participant gender moderate these associations? Participants included 1,434 adolescents in grades 7 through 9, with data collected four times over 2 years. Witnessing bias-based victimization and individual perceptions of school safety were assessed through adolescent self-report. Results from this study can help increase understanding of the associations between witnessing bias-based victimization and adolescents' perceptions of school safety and whether these associations are moderated by participant gender, informing future intervention practices.</p> |
| 6 | <p><b>The effect of maternal age and older child status in asexual, bisexual, heterosexual and homosexual populations</b><br/> <u>Jordan Caudron, Crystal Pavlis &amp; Pete Hurd</u></p> <p>Current research on sexuality is often complex and centred around homosexual men. Using a generalized linear mixed-effects model, we tested heterosexuality against homosexuality, asexuality and bisexuality for maternal age, paternal age, effects of older siblings, only children, total siblings and cohort effects. Two models were run, one with older brothers and one with older sisters. The tests run show a significant model effect, with a select few showing effects for maternal age and only-child status. This study suggests that sibship effects are found across multiple different sexual orientations and are not limited to homosexual males. We also found evidence of older maternal age associating with bisexuality and asexuality in females and homosexuals in non-binary individuals. Older child effects appearing in either OSSE with homosexual males and non-binary individuals, and FBOE in bisexual females, imply that the older siblings' cohorts have effects on the older sibling cohorts. This shows not only that significant results can be obtained from a multitude of sexual orientations but also that small populations merit research.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| 7 | <p><b>Relational entropy and contextual constraint in compound word processing</b><br/><u>Maryam Saleem, Christina Gagné &amp; Thomas Spalding</u></p> <p>Understanding compound words requires selecting among multiple possible conceptual relations linking the modifier and head. For example, stone house may denote a house made of stone or a house associated with stone. Recent research shows that compounds with higher relational entropy, which reflects greater uncertainty among competing interpretations, are processed more slowly. This suggests that relational competition imposes a cognitive cost. However, most entropy research has examined compounds in isolation, leaving open the question of how contextual information interacts with relational uncertainty during comprehension. The present study investigates whether supportive sentence context reduces the processing cost associated with relational entropy. Compound words varying in relational entropy will be selected from an established database and matched on semantic transparency and frequency. For each compound, supportive (high-cloze) and neutral (low-cloze) sentence contexts will be constructed and normed to ensure appropriate levels of contextual constraint. In the main experiment, participants will read sentences ending in the target compound, and processing time on the final word will be measured. This design tests whether contextual constraint attenuates entropy effects, particularly for high-entropy compounds, or whether relational competition persists even when one interpretation is strongly supported by context. By integrating entropy-based models of conceptual combination with research on contextual language processing, this study aims to clarify how relational uncertainty is resolved during real-time language comprehension.</p> |
| 8 | <p><b>Correlations between parental behaviour and children's adaptive emotion regulation and emotional lability</b><br/><u>Annalysa Henke &amp; Sandra Wiebe</u></p> <p>Research indicates that parental behaviour is correlated with children's adaptive regulation abilities and negative affect. This study aims to investigate these relations in early childhood. The sample will include children aged 4-6 years and their parents. Parents will complete the Emotion Regulation Checklist, which assesses both emotion regulation and emotional lability in children. Parent-child dyads will engage in a problem-solving task on Zoom, requiring them to use a different set of keys in order to copy two images in an online Etch-a-Sketch simulation. This task requires them to coordinate with each other to achieve a common goal. Videos will be coded using the PARCHISY coding scheme to assess the level of positive interaction, responsiveness and negative control displayed by the parent. I hypothesize that higher levels of positivity, responsiveness and low negative control will be associated with higher scores of adaptive emotion regulation and lower lability in children. This study will extend previous research by using an observational measure of parent behaviour.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| 9  | <p><b>Associations between peer victimization and teacher-child relationship quality during middle childhood</b><br/> <u>Brooklyn G. Davidson, Kate V. Luken Raz &amp; Wendy L. G. Hoglund</u></p> <p>During middle childhood, the quality of teacher-child and peer relationships can impact a child's social, behavioural, and emotional development (Longobardi et al., 2022). Peer victimization is repeated and targeted exposure to aggressive actions from peers (Elledge et al., 2016). It can occur in overt or relational forms. Overt peer victimization includes physical and verbal acts such as hitting and shouting (Demol et al., 2020; Forsberg et al., 2024), whereas relational includes acts that harm an individual's social status, such as social exclusion (Casper &amp; Card, 2017). Teacher-child relationship quality is often assessed along three dimensions: closeness, conflict, and dependency (Pianta, 2001). There are mixed findings on the direction of associations between both overt and relational peer victimization and teacher-child relationship quality (Demol et al., 2020; Forsberg et al., 2024; Serdiouk et al., 2016; Elledge et al., 2016). With a sample of 506 children in kindergarten to grade 3 who were followed over 2 school years, the current study investigates: (1) How does the frequency of peer victimization (overt and relational) and teacher-child relationship quality (closeness, conflict and dependency) change across two school years? (2) Are these associations best captured by a concurrent, relationship-driven, victimization-driven, or transactional model of association? 3) Do these associations differ by form of peer victimization and or dimension of teacher-child relationship quality? The current study will add to the understanding of the associations between overt and relational peer victimization and teacher-child relationships across 2 school years during middle childhood.</p> |
| 10 | <p><b>What matters for life satisfaction in Canada? A regression analysis among Chinese immigrants</b><br/> <u>Luxi Hu, Yunjiao Zhu, Angela Xia, Jingyi Zhang, Xijia Zhang &amp; Kimberly Noels</u></p> <p>Understanding how language experiences and identity processes relate to well-being is important for examining immigrant adaptation in multicultural societies such as Canada. Previous research suggested that language proficiency and cultural identification may shape immigrants' adjustment, sense of belonging, and psychological well-being. The present study examined whether English language confidence, Chinese identity, Canadian identity, and length of residence were associated with life satisfaction among first-generation Chinese immigrants in Canada. A total of 317 participants (60% female) completed an in-person questionnaire. Participants ranged in age from 19 to 65 years (<math>M = 42.13</math>, <math>SD = 9.91</math>). The measures assessed English language confidence, identification with Chinese and Canadian cultures, length of residence in Canada, and life satisfaction living in Canada. Regression analyses were conducted to examine the associations among these variables. The results indicated that English language confidence was positively associated with life satisfaction, suggesting that individuals who reported greater confidence in their English ability also tend to have higher levels of well-being. Chinese ethnic identity was not significantly associated with life satisfaction; however, Canadian identity and length of residence in Canada were positively associated with life satisfaction. These findings highlight the role of host-society identification and language confidence in supporting immigrants' psychological well-being, and contribute to understanding factors that facilitate positive adaptation in multicultural contexts.</p>                                            |

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| 11 | <p><b>Developing aesthetics: A cultural examination of how Mongolian, Japanese, and Canadian socioecological factors impact landscape drawings in grade school students</b><br/> <u>Erica Witte, Tamila Khoshkish, Sadia Parvez, Tsolmon Bayart-Od, Julian Schmidt, Brooklyn Chantry, Hana Moosavi, Tim Nakatsu, Kai Iglesias &amp; Takahiko Masuda</u></p> <p>Research comparing cultural variations in perception between North American and East Asian societies suggests that cultural products influence how individuals internalize and represent their environments through aesthetics. Cultural products are tangible or intangible symbols that reflect dominant cultural beliefs and values. In North American contexts, individuals tend to perceive their surroundings as separate entities, reflecting an analytic and object-oriented thinking style. This perceptual style is often represented in drawings with low horizon lines and large foreground objects. In contrast, East Asian societies often emphasize the interconnectedness of their surroundings and the relationships between objects, reflecting a holistic and context-oriented thinking style. This style is typically represented in drawings with higher horizon lines and visually dense scenes. Mongolian societies are unique from the East–West comparison. Although their nomadic and pastoral lifestyle may align with analytic perception, their strong family-oriented and interdependent values suggest a holistic perspective. The current study examines how culture and developmental stage influence children’s perception of geographical space as reflected in landscape drawings. Specifically, this research incorporates Canadian data alongside existing Japanese and Mongolian samples to explore both East–West cultural differences between sedentary and nomadic lifestyles. The current sample includes over 1,000 students in grades 1–12 from geographically similar suburban areas in Spruce Grove, Shikoi, and Altanbulag. Participants were asked to draw a landscape scene, and the height of the horizon line in each drawing was measured as an indicator of perceptual style. Analysis of the dataset and refinement of inclusion/exclusion criteria are in progress.</p> |
| 12 | <p><b>The effect of memory valence and emotional induction states on the reconsolidation of autobiographical memory</b><br/> <u>Kristine Miller &amp; Anthony Singhal</u></p> <p>Memory reconsolidation is the process where memories become temporarily malleable after retrieval and can be modified before being stored again. A previous study has found that positive mood induction can alter negative emotional autobiographical memories toward a more positive emotional state. However, this effect was found primarily in women (Piñeyro, et al., 2018). The present study will investigate the influence of positive, negative and neutral mood induction on autobiographical memory reconsolidation. More specifically, we will investigate whether negative memories are more resistant to updating than positive memories. We hypothesize that emotional induction following memory retrieval will influence reconsolidation more than neutral induction, and that negative memories will show a greater resistance to modification. Across two main experiments, undergraduate participants will be assigned to conditions varying in memory valence (negative vs. positive), sex (female vs. male), and emotional state induction (negative, positive, or neutral). The primary experiment will test the main hypothesis using a 2 x 2 x 3 factorial design. Participants will recall memory using the Autobiographical Memory Test (AMT) and then undergo an emotional induction procedure using the International Affective Picture System (IAPS). Participants will then recall the memory one week later. A second experiment will determine whether observed memory modifications are due to the reconsolidation process by manipulating the presence of reactivation (reactivation vs. no reactivation) and varying the timing of emotional induction (no induction, induction 10 minutes or 6 hours later). This research aims to clarify how emotional valence influences the malleability of autobiographical memories during reconsolidation.</p>                                                                                                                                                                                                                   |

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| 13 | <p><b>More control, more fun?: Illusory control and enjoyment during dice dual</b><br/><u>Samantha Connor &amp; Ben Dyson</u></p> <p>The illusion of control is a cognitive bias in which individuals believe they have the ability to exert control over chance events. Oftentimes, this leads to risky decisions and persistence despite losses, especially in chance situations. Previous literature has also noted its influence on enjoyment during games. The present study examined whether illusions of control were correlated with enjoyment during 50% and 80% win conditions. Participants played 6 blocks of Dice Dual in which they chose from 2, 4 or 6 response options, and played against a computerized opponent operating according to a fixed win rate of either 50% or 80%. Participants indicated their fun rating after each block, and completed a gambling questionnaire at the end of the 6 blocks, which assessed their illusion of control. It was predicted that participants would report similar fun ratings in the 80% condition, and participants with higher illusions of control would report higher fun ratings in the 50% condition. This pattern was not observed after conducting correlational analyses (all p-values were greater than 0.05). The results highlight the complexity of cognitive biases and offer insights to inform future research. Thus, with the purpose of contributing to the literature that higher levels of illusion of control influence gambling behaviour by increasing task enjoyment, despite frequent losses.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 14 | <p><b>Bilingual language experience and cognitive task performance: Implications for cognitive reserve in attention and working memory</b><br/><u>Isabel Makowecki-Fuentes &amp; Tanya Dash</u></p> <p>Extant research examining differences in working memory and the subcomponents of attention in bilingual populations has suggested mixed findings (Antón et al., 2019). Bilingual research has overlooked variability within the bilingual population, such as age of second language (L2) acquisition, proficiency, and language switching. Thus, a multifactorial perspective is critical in understanding differences between bilinguals and their effect on cognitive performance (Dash et al., 2022). Research examining cognitive reserve—the brain's ability to recruit neural networks to optimise its performance and build resilience against age-related decline—and bilingualism is still emerging. Cognitive reserve may help explain individual differences in cognition across adulthood (Stern, 2002; Bialystok, 2021). This study will investigate if bilingual language experience shapes the relationship between cognitive reserve and efficiency in the subcomponents of attention and working memory in adults across the lifespan. Using secondary data from a French-English bilingual dataset (Dash et al., 2022), cognitive reserve was assessed based on the Cognitive Reserve Index Questionnaire (CRIq). The subcomponents of attention were assessed using the Attention Network Test (ANT). Working memory was assessed using the One-Back Test. Participants' bilingual language experience was measured using an objective measure, the Lexical Test for Advanced Learners of English (LexTALE) and a subjective self-report, the Language Experience and Proficiency Questionnaire (LEAP-Q). Statistical analyses will be conducted to examine whether bilingual language experience influences the relationship between cognitive reserve and cognitive performance. Understanding how bilingual language experience relates to cognitive reserve may help identify protective factors that support healthy aging across the lifespan.</p> |

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| 15 | <p><b>Contributions of the precuneus in adopting observer-like perspectives during autobiographical memory retrieval</b><br/> <u>Kinsey R. Peters &amp; Peggy L. St. Jacques</u></p> <p>Our subjective experience of autobiographical memories is influenced by the perspective we take during retrieval. Memories can be remembered as if reliving it through your own eyes or from an observer-like perspective. Visual perspective influences memory characteristics such as visuospatial detail, emotion, and vividness, which are supported by posterior parietal cortices. Prior research has demonstrated that subregions within the precuneus uniquely contribute to perspective-guided retrieval. For example, 7M, a subregion in the medial portion of the precuneus, contributes to dampening of emotional intensity when adopting an observer-like perspective. In the current study, we reanalyze previous published data to replicate these findings. Participants were asked to retrieve autobiographical memories during fMRI scanning while adopting an own-eyes versus an observer-like perspective. In the current study, we will create parietal cortex ROIs based on the JuBrain Anatomy Toolbox and extract probabilistic maps for the 7A, 7M, and 7P of the precuneus. Using a linear mixed model, we will examine whether neural activity in 7M predicts emotional intensity ratings. These results will contribute to the understanding of the functional role of the precuneus in visual perspective during autobiographical memory retrieval.</p>                                                                                                                                                                     |
| 16 | <p><b>Does parental scaffolding mediate the relationship between parental stress and child inhibitory control?</b><br/> <u>Amy Rawal &amp; Sandra Wiebe</u></p> <p>Previous research has established that parenting stress is negatively associated with executive function in children. However, the factors contributing to this association are not well understood. Additionally, it is not known whether parenting impacts hot versus cool executive function differently. The current study will examine the potential role of parental scaffolding as a mediator in the relationship between parenting stress and hot versus cool inhibitory control in 4-6 year old children. Parenting stress will be assessed using a questionnaire. Different versions of the stop signal, flanker, Simon, and go/no-go tasks will be used to assess both hot and cool inhibitory control in children. Additionally peg tapping, snack delay, and BART tasks will be used to measure hot inhibitory control and head-toes-knees-shoulders will be used to measure cool inhibitory control. Parent-child interactions will be recorded during a collaborative etch-a-sketch task to code amounts and types of scaffolding. We hypothesize that autonomy-supportive and contingent scaffolding will be associated with improved inhibitory control in children of stressed parents compared to non autonomy-supportive and non-contingent scaffolding. We also hypothesize that cool inhibitory control will be more impacted by scaffolding than hot inhibitory control. Findings from this study will improve our understanding of factors that can protect executive function development in the children of parents with high parenting stress.</p> |

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| 17 | <p><b>Integrated moral and valence framing effects on motivated engagement with counter-attitudinal arguments</b><br/> <u>Dishan Handa &amp; Kyle Nash</u></p> <p>Persuasive communication research suggests message framing influences individual information processing. According to the Elaboration Likelihood Model (ELM), processing occurs through two broad routes, distinguished as either central (effortful) or peripheral (heuristic-based) processing. Sufficient approach motivation and cognitive capacity are essential for central processing, therefore it can be valuable to explore avenues to directly increase motivation through message framing to encourage deeper source engagement. Previous literature demonstrates that gain and loss framed messages influence persuasion and decision-making through motivational congruency, aligning with approach and avoidance disposition (BIS/BAS sensitivity). Separately, moral framing has been shown to capture attention more effectively than factual framing, though attentional capture does not necessarily translate into deeper cognitive engagement. A present gap exists in examining the influence of combining framing strategies. We propose extending the established literature into socio-political contexts with a focus on counter-attitudinal messaging, examining how valence (gain vs. loss) and mode of persuasion (moral vs factual) jointly influence motivation to engage. Participants will complete a pre-screening assessment for preliminary attitudes, issue importance, BIS/BAS sensitivity, political orientation, and personality differences. They will then evaluate brief counter-attitudinal arguments across multiple trials, assessing persuasiveness, argument strength, attitude change, and reactance. Intermittently, participants will engage in thought-listing which will be coded for relevance, favourability, elaboration, and defensiveness. By identifying which combined framing strategies promote deeper engagement, as opposed to simply capturing attention or facilitating compliance, this study clarifies how persuasive messages can drive central processing of opposing viewpoints.</p> |
| 18 | <p><b>Foregrounding and literary perspective taking: Do readers connect better with novel and stylistic descriptions than they do with mundane language?</b><br/> <u>Jena Pellegrini &amp; Peter Dixon</u></p> <p>In examining a literary text, readers draw upon their personal knowledge and experiences to take a given character's perspective. Dixon and Bortolussi have termed this process "analogical inferencing" (2023), whereby readers identify parts of their own lives that are analogous to those of the character. These personal analogies guide the inferences readers make about that character's perspective. Importantly, research on literary perspective taking has found that readers more readily construct these analogies when character details are suggested by implicit textual cues rather than explicit statements. In this study, one such textual feature that I will focus on is foregrounding. Foregrounding can be understood most generally as a range of stylistic variations that readers may perceive as unfamiliar or evocative, such as metaphor, alliteration, and inversion (Miall and Kuiken, 1994). I hypothesize that the presence of foregrounding in a literary short story will be associated with higher levels of perspective taking than when foregrounded language is absent. I have chosen two literary short stories to remove identifiable foregrounded language from. Participants will read the modified version of one story and the original version of the other. The chosen version of each story and the order of presentation will be counterbalanced. After each reading, participants will answer comprehension questions, complete a perspective taking questionnaire, and provide ratings of the "literary" quality of the text. When both readings have been completed, participants will complete an author recognition test and a measure of their interest in the mental states of others.</p>                                                                                                                                                                                                                                                      |

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| 19 | <p><b>From assisted to enforced dying: The welcoming of socio-existential demoralization in Canadian MAID law</b><br/> <u>Syeda Zainab Abidi &amp; Brendan Leier</u></p> <p>The topic of Medical Assistance (MAID), also known as euthanasia or physician-assisted suicide, has been at the center of some of the most contentious debates of modern medicine. Canada, in particular, is seen as having some of the most permissive regulations around MAID. Since Canada's legalization of MAID in 2016, many changes have been made to the legislation. Notable amendments include Bill C-7 of 2020, which eased the "reasonable foreseeability of natural death" clause and Bill C-62, which seeks to extend MAID access to individuals with psychiatric illness beginning March 17, 2027. Considering that many mental illnesses occur in correlation with systemic inequities and interpersonal conflicts, it becomes imperative to have a conceptual clarification of important emotional states such as despair. Previously, literature around Deaths of Despair has largely focused on fatalities attributed to substance use disorders, suicide, and other socio-economic downturns. However, the term despair alone has never been operationally defined in psychological research. In this study, we explore the construct of despair itself as it appears in psychological literature. The purpose of this study is to investigate whether there is a risk of socio-existential demoralization being masked under autonomy and incorporated into MAID eligibility criteria. A thematic analysis will be conducted to examine any conceptual overlap between despair constructs across validated scales and DSM-5 psychiatric symptoms that show the greatest similarity with despair. The results of this research will be useful in informing current MAID frameworks as they pertain to psychiatric illness.</p> |
| 20 | <p><b>A preliminary review of the effects of aquatic therapy in those affected by stroke or brain tumors</b><br/> <u>Sophie LeBlanc, Lily Graham, Angely Claire Suerte, Crystal L. MacLellan, &amp; Frederick Colbourne</u></p> <p>Stroke and brain tumors are leading causes of death and disability, and research regarding rehabilitation is as crucial as ever. This preliminary study aims to probe the current literature for the effect of aquatic therapy (AT), a form of physiotherapy in a pool environment, on those affected by stroke or brain tumors, focusing on treatment efficacy (e.g, balance and mobility), as well as gaps in the literature (e.g., participant and caregiver (often spouse) wellness). A database search was performed, collecting prior randomized controlled trials (RCT's). Very little work was found regarding the effect of AT on those affected by brain tumors, on caregiver wellness, and on the quality of life of patients. Much of the literature focuses on stroke populations, and on endpoints of balance, mobility, and strength. This paper aims to systematically review and, where appropriate, meta-analyze the current literature on the effects of AT on those affected by stroke or brain tumors. We seek to gain a better understanding of the current literature in this research area, and where gaps may lie, especially with regard to psychological impacts and desirability of AT. Future work will conduct a risk of bias assessment, as well as determining standardized mean effects for AT on common endpoints, in a full systematic review (and meta-analysis when possible) as there are gaps in the most recent literature, conducted prior to 2022. Further work will look to address such research questions in an Edmonton population of those affected by stroke or brain tumors, given AT.</p>                                                 |

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| 21 | <p><b>Restoring self-integrity after academic threat: The role of relevant and irrelevant future-oriented affirmations</b><br/><u>Kai Ongaro &amp; Kyle Nash</u></p> <p>Academic setbacks can threaten students' sense of competence and undermine self-integrity. Two prominent theories offer different predictions for how individuals respond to such threats. Cognitive Dissonance Theory suggests that individuals restore psychological consistency by addressing the threatened domain directly, implying that affirmations relevant to the academic domain should be most effective. In contrast, Self-Affirmation Theory posits that affirming valued aspects of the self in unrelated domains can restore self-integrity by bolstering global self-esteem, allowing individuals to cope with threats without directly addressing the threatened domain. However, little research has directly compared the effectiveness of relevant versus irrelevant affirmations following academic threat. This study examines whether future-oriented affirmations in relevant (academic) and irrelevant (non-academic) domains restore self-integrity following academic threat, and whether students' level of felt academic competence moderates these effects. University students will first complete an Implicit Association Test measuring automatic associations between the self and academic competence. Participants will then complete an academic threat task followed by a writing exercise in which they generate future-oriented affirmations either in the academic domain or in a non-academic domain. Self-integrity restoration will be assessed using an adapted version of the Basic Psychological Need Satisfaction Scale to reflect academic contexts. It is expected that affirmations will buffer the effects of academic threat, with their effectiveness varying depending on domain relevance and students' level of felt academic competence. This research clarifies how different affirmation strategies help students cope with academic setbacks and may inform interventions aimed at supporting student resilience and motivation.</p> |
| 22 | <p><b>Classroom climate and school engagement: The role of ethnic background</b><br/><u>Marisha Merwaha &amp; Wendy Hoglund</u></p> <p>School engagement in early elementary classrooms reflects children's active participation, persistence, and involvement in learning activities and is closely linked to school belonging and emotional adjustment. Although engagement is often conceptualized as an individual characteristic, it is shaped by the wider classroom climate. Supportive classroom environments characterized by emotional support, positive peer interactions, and effective organization promote children's motivation and participation. However, classroom environments occur within diverse social contexts, and children's experiences may vary depending on their ethnic background and representation within the classroom. Research on ethnic context suggests that numerical minority status can shape peer dynamics, relational experiences, and vulnerability to social exclusion, with implications for emotional adjustment and engagement. The present study examines associations between supportive classroom climate and participation-based engagement among children aged five to eight and investigates whether these associations differ across ethnic backgrounds within diverse classroom settings. Guided by a contextual framework, ethnic background is conceptualized as a moderator of the relation between classroom climate and engagement. The findings aim to clarify how classroom diversity shapes the role of supportive environments in promoting equal engagement in early elementary classrooms.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| 23 | <p><b>Trajectories of hyperactivity in early childhood: Prediction by teacher-child relationship quality</b><br/> <u>Monwara Chowdhury &amp; Wendy L. G. Hoglund</u></p> <p>Children with ADHD symptoms typically demonstrate challenging behaviours such as hyperactivity in the classroom setting. They may also struggle with focus, self-control, impulsive behaviors, or exhibit excessive activity which can cause disruptions in classrooms (Aldabbagh, 2023). Nearly every classroom includes students with subthreshold or clinical levels of ADHD symptoms, and these children are more likely than their peers to receive frequent corrections from teachers (Staff et al., 2022). These corrections may exacerbate these symptoms whereas positive feedback may promote better adjustment. It has also been argued that the environment of the classroom can either increase or lessen the difficulties that children experiencing ADHD symptoms face (Greene, 2002). Prior work identified distinct hyperactivity trajectories across preschool and kindergarten (typical, improving, hyperactive), predicted by emotion self-regulation profiles (Cassidy et al., 2022). Building on this, the present study examines how hyperactivity is associated with teacher-child relationship quality (level of closeness, conflict and dependency). Gender differences in these associations are examined. This two-year longitudinal study included 443 children (Mage=4.08 years, SD=.34 years ; 47.9% girls) who were assessed in the fall and spring of preschool and kindergarten. It is expected that high teacher-child closeness and low teacher-child conflict will be associated with membership in typical or improving hyperactive trajectories, while high teacher-child conflict and low teacher-child closeness will be associated with membership in the hyperactive trajectory. Findings will inform how early classroom contexts influence hyperactivity development, which will contribute to preventative intervention literature.</p> |
| 24 | <p><b>Test-retest reliability and emotion regulation in the Neurapulse app</b><br/> <u>Margaux Wu &amp; Anthony Singhal</u></p> <p>Cognitive impairment can negatively affect driving performance, leading to overall decreased road safety. Current solutions to identify unsafe drivers are often expensive and inaccessible to the general public. Neurapulse is a commercial application offering a rapid, handheld cognitive assessment. It is based on the Trail Making Test, commonly used to test visual attention and task switching. Work from our lab has shown that performance on Neurapulse can predict on-road driving performance. An open question is whether performance on Neurapulse is reliable over time. If not, the utility of Neurapulse to assess commercial driving competence would be questionable. However, strong reliability may support additional uses in other safety-sensitive environments. Emotion is known to negatively or positively affect cognitive performance. Emotion regulation is the ability to cognitively control emotion, and is sensitive to many factors and stressors. Limited studies have examined emotion regulation in the context of safety-sensitive performance. This study aims to investigate two questions: 1) Does Neurapulse demonstrate test-retest reliability? and 2) Does performance on Neurapulse correlate with a measure of emotion regulation (Cognitive Emotion Regulation Questionnaire)? Over a 4 week period, participants will take part in 3 online sessions. In session 1, participants will complete the CERQ and Neurapulse. In sessions 2 and 3, participants will complete only Neurapulse. Correlational techniques and regression analysis will be used to identify overall patterns. Based on the literature, we hypothesize that there will be test-retest reliability, as well as a positive correlation, where better performers will score higher on the CERQ.</p>                                                                                                  |

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| 25 | <p><b>Arousal as a modulator of moral and political conviction</b><br/><u>Jordan Degeling, Jasper Davis &amp; Kyle Nash</u></p> <p>Given the large body of evidence suggesting that moral and political decisions are derived from emotion-based intuition, we investigated the role of an established emotional subcomponent, arousal, on intuitive judgements. This experiment tested the hypothesis that eliciting arousal while participants read divisive moral and political narratives would have a positive effect on their conviction ratings. While measuring Event Related Potentials (ERP) with an electroencephalogram (EEG), participants (n = 85) read contentious moral and political narratives one word at a time. At the point where these dilemmas became morally ambiguous, or politically divisive, a loud tone (90 dB, 1000 Hz) was played to trigger an arousal response. Participants then completed a reaction-time and self-report measure of moral conviction. The auditory stimulus had a significant positive effect on conviction ratings (<math>p = 0.02</math>; Cohen's <math>d = 0.24</math>). We are currently investigating whether this effect was mediated through the psychophysiological response detected by the EEG.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 26 | <p><b>Eye spy where anxious eyes fly: A study examining gaze behaviour and social anxiety</b><br/><u>R. Acharya, M. Sarrasin, G. Pakseresht, S.A. Manuel, &amp; D.A. Hayward</u></p> <p>Research on social attention, specifically attention to faces, in individuals with trait social anxiety has produced mixed findings; some studies find people with social anxiety look less at faces following socially evaluative situations, whereas others find the opposite or no effect. Importantly, these findings vary across laboratory and naturalistic settings. Using an ethological approach, we examine whether gaze behaviour changes following positive or negative social interactions in individuals with varying levels of trait social anxiety. First, participants walk from the lab to a cafe on campus while wearing portable eye trackers, to establish baseline gaze data. Upon return to the laboratory, they play an investment game with a confederate wherein they experience either a positive (winnings split fairly) or a negative (confederate keeps winnings) interaction. Participants then walk the same route again, to determine whether gaze behaviour changes after the interaction. Finally, participants complete a questionnaire assessing socially anxious traits. We found that participants in the negative interaction invested less than those in the positive interaction, ensuring that the study manipulation worked. We predict that gaze behaviour will change following the interaction and that these effects will be modulated by participants' trait levels of social anxiety. The modulating role of social anxiety on participants' investments will also be presented. Findings from this study will contribute to understanding how socially anxious traits influence gaze behaviour in naturalistic settings.</p> |

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| 27 | <p><b>Assessing the predictive power of morality measures in real-world behaviour</b><br/><u>Kora Budzyk &amp; Kyle Nash</u></p> <p>Psychology research frequently relies on hypothetical moral judgments and self-report questionnaires to measure morality. However, it remains unclear whether these measures meaningfully relate to how people actually behave when they encounter opportunities to act unethically. The present study examines whether commonly used classes of morality measures differ in their ability to predict real-world behaviour. The study will take the form of an online survey. Participants will first complete a series of behavioural decision-making tasks designed to measure dishonest behaviour, followed by several established measures of moral judgment, personality traits, and moral self-regulatory processes. The behavioural portion includes three tasks capturing different forms of immoral behaviour: a puzzle task that provides opportunities to cheat, a die-roll task that measures lying through self-reported outcomes, and a token allocation task in which participants can transfer resources from a virtual partner to themselves. I will examine the relationship between these morality measures and behavioural outcomes across the three tasks. My hypothesis is that hypothetical moral judgment measures will show weak or inconsistent associations with immoral behaviour. In contrast, trait-based and self-regulatory measures are expected to significantly predict dishonest behaviour. I also predict that different immoral behaviours will show distinct predictor profiles, suggesting that unethical behaviour is psychologically heterogeneous rather than a single unified construct. By directly comparing multiple approaches to measuring morality within the same design, this research aims to clarify which aspects of morality are most closely associated with real-world behaviour.</p>                                                                                                                                                                                                                                                    |
| 28 | <p><b>Testing classical navigation effects with an automated closed loop task</b><br/><u>Gracie Bajwa &amp; J.Quinn Lee</u></p> <p>Goal-directed navigation is supported by multiple memory systems, including hippocampal circuits involved in spatial learning and dorsal striatal circuits involved in stimulus-response learning. Classical rodent navigation studies suggest that extended experience can shift behavioural control from flexible, place-based strategies toward more habitual responding. However, these paradigms are often constrained by low trial counts, substantial experimenter handling, and limited opportunity to manipulate task demands dynamically within a session. Such limitations make it difficult to capture how navigation strategies evolve across prolonged training. The present study proposes a novel automated closed-loop maze to examine how extended experience shapes the balance between spatial and response-based control of behaviour in mice. In a within-subjects design, mice will complete visible-goal and hidden-goal navigation training, with hidden-goal sessions interleaved in a 3:1 schedule to preserve key features of classical competitive memory designs while enabling dense, minimally interrupted sampling of behaviour over weeks of learning. In the visible-goal condition, reward is signalled by a visual cue; in the hidden-goal condition, reward remains fixed relative to distal spatial cues. Latency, accuracy, and navigation trajectories will be measured across training, and probe trials with variable departure locations will test whether performance is guided by flexible spatial representations, approach to the visible cue, or reinforced response contingencies. We predict that mice will acquire both task variants, but that extended training will increasingly bias behaviour toward non-spatial response strategies in the visible-goal condition. Movement data will additionally be used to constrain RatInABox simulations of hippocampal and striatal coding. Together, this work establishes an automated platform for resolving how memory systems interact across protracted experience to control navigation.</p> |

**Which gambling fallacies predict sports betting engagement? Evidence from a longitudinal Canadian study**

Joanna Park & Carrie A. Shaw

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Examinations of the etiology of problematic gambling engagement have demonstrated multiple susceptibility factors. Included in these factors are gambling fallacies (GF) which are specific erroneous beliefs about how gambling works. In the Canadian gambling environment, sports betting opportunities have grown rapidly since the legalization of single-event sports betting. Previous studies have shown that sports enthusiasts, watchers and athletes, are susceptible to some GF such as the illusion of control. However, the full scope of GF has not been evaluated among sports bettors. The present study assessed the unique contribution of each gambling fallacy in predicting both concurrent and subsequent sports betting engagement. Data were drawn from a longitudinal, nation-wide Canadian online panel study of gambling and problem gambling. Analyses selected respondents who completed assessments immediately after legalization of single event sports betting (n = 168, 83.8% male) and 6 months after legalization (n = 96, 79.3% male). Results indicate that some, but not all, of the gambling fallacies predict concurrent and subsequent sports betting. Implications for preventative and intervention strategies will be discussed.

**“THINK DEEPLY ABOUT THOSE THINGS THAT MATTER MOST”**

*Brian Harder*