UNIVERSITY of VIRGINIA

DEPARTMENT of PSYCHOLOGY

L. Starling Reid

Undergraduate Psychology Research Conference

April 15, 2022

L. Starling Reid

L. Starling Reid was born on March 15, 1920 in Greenville, MS. He received his B.A. (1943) and M.A. (1943) from the University of Mississippi. After an interruption by service in the United States Navy, his higher education culminated with award of the doctorate from the Ohio State University in 1949.

In the same year he was appointed to the Psychology faculty at the University of Virginia, where he remained until his premature death on April 19, 1978. He served as chairman of the Department from 1960 to 1972 and during 1977-78, periods during which the Department moved into new areas of psychology and 17 new faculty members were recruited.

The range of his scholarship was broad. From his master's thesis until 1960 he was involved in studies of animal learning and motivation. His original interest in human learning and memory developed during the years at Ohio State, and this became a major focus of his research during the final two decades of his life. Dr. Reid guided the writing of a number of dissertations on the topic, some of which continue to be widely influential. He invented a new method for studying the immediate memory span; this made possible its continuous monitoring. First presented in a paper with two students in 1960, it has become such a standard procedure in the investigation of memory that the detailed citation of its origin is now considered almost superfluous.

The wide respect that Professor Reid's original work inspired led to his appointment to editorial positions for several distinguished psychological journals. He served with marked success as program chairman of the Eastern Psychological Association. His professional stature was recognized by membership in the Society of the Sigma Xi and by fellowship status in the Division of Experimental Psychology of the American Psychological Association and in the American Association for the Advancement of Science. Additional recognition included his election to the Council of the AAAS Section on Psychology.

Many aspects of University life, beyond the classroom and the laboratory, profited from his considerable energy and broad competence. He was for many years secretary of the Assembly of Professors, and was for several years chairman of the Athletic Advisory Committee and was elected for a term as president of the Atlantic Coast Conference.

His most lasting contributions to the life of this University came from his extended tenure as Chairman of the Department of Psychology. As the number of faculty tripled during his dozen years as Chairman, the centrifugal forces of specialization could easily have fragmented a group that had always enjoyed a remarkable degree of cohesiveness and interaction. It is to his everlasting credit that such an outcome was avoided, and the solid underpinning for the presently diversified Department was preserved and strengthened.

Dr. Reid's leadership was unobtrusive but steady, farsighted and at the same time responsive to daily needs. He was consistently responsive to daily needs, quietly patient and yet persistent in his strivings for the betterment of the entire Department.

In 1983 a memorial lecture series was established to recognize his contributions to the Department and the University. The Annual L. Starling Reid Undergraduate Psychology Research Conference began in 2007.

Conference Schedule

8:30-8:45   Welcoming Remarks: Chris Mazurek, PhD
             Director of Undergraduate Studies in Psychology, University of Virginia

8:45-10:15   Oral Presentations I (12-15 minutes each):

- **Finn Connor**, *Examining Racial Congruence, Achievement Level, and Family Status as Characteristics of Role Models for Women in STEM.*

- **Sara Yosif Ahmed**, *How Does Maternal Growth Mindset Relate to Children's Emotion, Regulation, Language and Literacy Skills?*

- **Hannah O'Connor**, *Language Use on Social Media in Female and Male Young Adults with and without Autism Spectrum Disorder*

- **Ian Adoremos**, *Identifying Neurogenetic and Phenotypic Biomarkers of Prefrontal Network Connectivity Alterations in Children with Autism*

10:30-11:30 Poster Session I

11:30-12:30 Break

12:30-1:30   Poster Session II

1:45-3:15   Oral Presentations II (12-15 minutes each):

- **Mihret Niguse**, *Identifying pathways between caregiver experiences of discrimination and adolescent disruptive behaviors*

- **Lauren Kelso**, *The Effects of Biased Lineups on Strong and Weak Face Recognizers*

- **Molly Gonenne**, *Grief & Social Media following the Dissolution of a Romantic Relationship*

- **LiChen Dong**, *The Scarr-Rowe Interaction at Wave I & III in National Longitudinal Study of Adolescent to Adult Health*

3:15-3:20   Appreciation Remarks: Chris Mazurek, PhD

3:30-4:45   Keynote: **Stephen Linn Chew**, Professor of Psychology, Samford University, *Student Trust in the Teacher: A Critical but Overlooked Variable for Student Success*

Participating Institutions

College of William and Mary

New York University

Roanoke College

Saint Mary's College of California

St. Mary's College of Maryland

University of Hawaii

University of Virginia

Vanguard University of Southern California

W&L University

Oral Presentations
8:45-10:15 AM

Examining Racial Congruence, Achievement Level, and Family Status as Characteristics of Role Models for Women in STEM.

Finn Connor

W&L University

Advisor(s): Megan Fulcher, PhD

Women face gender inequality in science, technology, engineering, and mathematics (STEM) fields due to discrimination, low confidence among women interested in STEM, and perceptions that STEM fields are not feminine, consistent with gender schema theory (Bem, 1981). Exposure to role models is one intervention that has shown promise in addressing the problem of the underrepresentation of women in STEM. Building on the benefits of social modeling outlined in the social cognitive theory (Bandura, 1986), the present study examines which characteristics of a role model of a woman in STEM are effective in encouraging confidence in women who have demonstrated an interest in STEM. Women pursuing STEM or undecided majors at Washington and Lee University were randomly assigned exposure to a photo of and a passage about a fictional woman scientist with either the same race as them or a different race, either with exceptionally high stated achievements or average achievements, and either with children or without children. It was predicted that racial congruence with the participant, high achievement level, and having children would be characteristics of effective role models for encouraging STEM confidence in women interested in STEM fields. Data has been collected on 165 women so far through a Qualtrics survey, and it will be analyzed using a 2 (racial alignment: congruent vs. incongruent) by 2 (achievement level: high vs. moderate) by 2 (lifestyle: with children vs. without children) between-groups ANOVA.

Oral Presentation: Morning Session, 8:45-10:15 am, 1st speaker

How Does Maternal Growth Mindset Relate to Children's Emotion, Regulation, Language and Literacy Skills?

Sara Yosif Ahmed

University of Virginia

Advisor(s): Jennifer LoCasale-Crouch, PhD

Children with a growth mindset are shown to have higher test scores, take challenging courses, and are generally more academically successful than children with fixed mindsets. Growth mindset is a belief that abilities can be strengthened over time. Fixed mindset is a belief that people are born with their abilities and can't change them. This paper is on the effects of mothers having a growth mindset on child outcomes. The child outcomes are child negative emotions, self-regulation, and language and literacy. Of the 117 consented participants, 109 mother-child dyads completed the survey and the child direct assessment. Participating mothers were primarily Caucasian (41.03 %) or Black or African American (25.64 %) or Latino origin or Hispanic (27.35 %). Most mothers reported their highest educational attainment as being a college graduate (27.12 %) or completing graduate school (22.03%). Children in the study were on average 6 years old, were predominantly female (55.56 %) and primarily Caucasian (36.75 %) or Black or African American (24.79%) with 29.91% reported as being of Hispanic or Latino origin. Children and their families came from a range of socioeconomic backgrounds, with most mothers (68.38 %) reporting their household's average annual total income from all sources as $50,000 or more. The results have shown there is a correlation between child outcomes and maternal growth mindset. Regression analysis indicates maternal growth mindset could predict child outcome variables.

Oral Presentation: Morning Session, 8:45-10:15 am, 2nd speaker

Language Use on Social Media in Female and Male Young Adults with and without Autism Spectrum Disorder

Hannah O'Connor

W&L University

Advisor(s): Megan Fulcher, PhD

Women with autism spectrum disorder (ASD) have been shown to use camouflaging behaviors to mask social difficulties, including in their language use. Social media has been proposed as one platform to help individuals with ASD camouflage. Prior research has investigated this camouflaging on social media only in terms of ASD in general without examining the effects of gender. Thus, the current study investigates gender differences in language use on social media in young adults with and without ASD. Participants ages 18-29 years allow access to their Instagram and Facebook profiles for the creation of representative text samples. Text samples will be run through LIWC, a text analysis software, to examine differences in positive and negative emotion, social words, and insight and cause (a category of words related to thoughts and reasoning related to the self). We predict that women with ASD will have similar scores to women without ASD, and men with ASD will have significantly different scores than men without ASD, with lower scores for positive emotion, social words, and insight and cause and higher scores for negative emotion. Additionally, women with ASD will have higher scores for positive emotion, social words, and insight and cause and lower scores for negative emotion when compared to males with ASD, indicating camouflaging by women with ASD on social media. Additionally, exploratory analyses will be done on differences in emoji use and hashtag use between gender and diagnosis. Data collection and text analysis is underway and will continue through early spring.

Oral Presentation: Morning Session, 8:45-10:15 am, 3rd speaker

Identifying Neurogenetic and Phenotypic Biomarkers of Prefrontal Network Connectivity Alterations in Children with Autism

Ian Adoremos

University of Virginia

Advisor(s):
John Van Horn, PhD | Kevin Pelphrey, PhD | Siva Venkadesh, PhD

The purpose of this study is to develop new regression models which establish whether interactions between displays of exonic mutation density patterns in ~19,000 neurodevelopmental disorder risk genes, SNP-based allelic frequencies, and neuropsychological assessment scores serve as effective predictors of prefrontal functional and structural connectivity alterations between individuals diagnosed with ASD, their parents, their siblings, and controls. Metrics which measure these alterations come from multi-modal neuroimaging data (DTI, sMRI, rs-fMRI). This study further examines whether these interactions broadly contribute to sources of sex-specificity in ASD vs. Typically Developing (TD) children. Various psychological tests were administered (N=300), including sub-scales from: the DAS, Vineland, SRS, CELF, RBSR, SCQ, BRIEF, and CBCL. T1, EPI, and DWI neuroimaging data underwent acquisition on Siemens 3T Magnetom TrioTim or PRISMA scanners with standardized acquisition protocols. Image preprocessing was performed using FSL. Subsequently, the image was parcellated using FreeSurfer 5.3 against the atlas of Destrieux et al., 2009. Genome sequencing (Illumina Infinium Omni2.5-8 Kit) was performed on all subjects and compared against the 1000 Genomes reference. Chromosomes were each windowed into 10,000 base pair segments, used to compute mutation densities, and pooled by group where sex-specific differences were statistically identified. Multivariate phenomic diagnosis-by-sex interaction, driven largely by assessment subscales of executive function, suggests that this cognitive domain may be particularly sensitive to sex-differences in ASD unlike in TD children. Differences in network theoretical metrics of functional connectivity necessitate further exploration. Gene loci previously linked to ASD, show variable exonic mutation density patterns between boys and girls, suggestive of differential genetic influences and transcription factors. These results supported the hypothesis that ASD is particularly sexual dimorphic which perhaps hinders the efficacy of diagnosis

Oral Presentation: Morning Session, 8:45-10:15 am, 4th speaker

Poster Session I
Breakout Room Directory
10:30 -11:30 AM

Breakout Room	School	Presenters	Title
1 Baca / Iyer	Vanguard University of Southern California	Marissa Baca	Correlates of Stress and Anxiety in College Students During the COVID-19 Pandemic
	University of Virginia	Shreya Iyer	Examining the Effect of Marijuana and Depression on Adolescent Suicide
2 Kerere / Mehta	University of Virginia	Jordan Kerere	Prior to Serve & Protect: An analysis of pre-employment psychological evaluations in Virginia law enforcement candidates
	New York University	Anjali Mehta	The Immediate Impact of Mindfulness Meditation on Student's Attentional Control
3 Upasani / Vachhani	University of Virginia	Rujula Upasani	Telemedicine Interventions in Cancer: Scoping Review of Systematic Reviews
	University of Virginia	Shruti Vachhani	Better Sleep for Supporters with Insomnia Study: Preliminary Efficacy of Internet-delivered Cognitive-Behavioral Therapy
4 Isaieva / Wells	University of Virginia	Varvara Isaieva	Finding a Needle in a Haystack: Exploratory Psychometric Analysis of Healthcare Aptitude Test Data
	University of Virginia	Rachel Wells	Behind the Public Eye: Psychometric analysis of Social Responsiveness Scale- Second Edition (SRS-2) for Autism Spectrum Disorder
5 Penn / Alperin	University of Virginia	Jamie Alperin	Critical Historical Knowledge is Not Enough: On the Role of Perceptions and Emotions on Support for Racial Equality
	University of Virginia	Tamia Penn	Quantifying Psychosocial Factors Impacting the Health of Sexual Minority Black Women
6 Bishop / Fitzpatrick	Vanguard University of Southern California	Makenzi Bishop	College Students and COVID-19 Stress
	St. Mary's College of Maryland	Julia Fitzpatrick	The Effects of Eye Contact on Self-Disclosure and Trust
7 Brehm / Smith	University of Virginia	Margaret Brehm	The Power of Friendship: How Adolescent Friendship Quality Predicts Relative Power in Adult Romantic Relationships
	University of Virginia	Karissa Smith	The Long-Term Implications of Parental Emotional Support on Physical Health
8 Lerner / Q.Liu	University of Virginia	Rachel Lerner	Measuring Concentration Through its Key Skills: Self-regulation, Focus, and Executive Attention
	University of Virginia	Qianshu (Shirley) Liu	Young Children's Interpretations of Prosocial Behavior and Their Relationship to Parental Interpretations of Prosocial Behavior
9 Brence / Chu	University of Virginia	Madeline Brence	The Effect of Social Resource Priming on Future Orientation
	College of William and Mary	Xiatian Chu	Friendship qualities in female-female friendships: Differences from other-gender and male-male friendships
10 McDonald / Powell	Roanoke College	Claire McDonald	Technology Use and Need Fulfillment in Older Adults
	Roanoke College	Caroline Powell	With Friends Like These, Who Sees Enemies? Attachment, Hostile Attribution Bias, and Aggression in Emerging Adults.
11 Baker / Campbell	Roanoke College	Kyra Baker	Emerging Adults' Striving for Popularity & Relational Aggression: Associations with Narcissism/Perceptions of Parental Behaviors
	Roanoke College	Benjamin Campbell	Effects of Elicited Jealousy on Threatened Masculinity and Relational Aggression in Emerging Adult Men
12 Coughlin/ Parker/ Williams	University of Virginia	Amanda Coughlin	American's Understanding of Economic Inequality Between Racial Groups
	Roanoke College	Ethan Parker	Relational Victimization and Gender Identity as Predictors of Adjustment in Emerging Adults
	University of Virginia	Ryan Williams	Among white people, feelings of economic "inadequacy" predicts worse sleep quality over time
13 Boudreau / Hill	W&L University	Grace Boudreau	The Role of Race, Gender, and Interest in Determining Friendships in Middle Childhood.
	W&L University	Lindsey Hill	Real Cowboys Are Gentle: Examining Gender Schema Flexibility Influencing Stereotypical and Counter-Stereotypical Careers

Correlates of Stress and Anxiety in College Students During the COVID-19 Pandemic

Marissa Baca | Hannah Burr | Sarah Gristschuk | Natalie Escher | Coral Nava | Giselle Sosa

Vanguard University of Southern California

Advisor(s): Noreen Dulin, PhD

Many college students report feelings of stress and anxiety. According to the American College Health Association (2018), about 47% of students reported feeling "overwhelming anxiety in the past year." This study was conducted to explore how daily stressors of college students and the trait of anxiety may have been affected during the COVID-19 pandemic. The current project investigated how perceived stress (Cohen's Perceived Stress Scale, 1983), COVID-related stress (created by the authors of the present study) and trait of anxiety (De Vries & Van Heck, 2013) in college students during the pandemic correlated with variables including gender, family responsibilities, number of hours worked, sense of school belonging (Goodenow's Psychological Sense of School Membership Scale, 1993), faith (Santa Clara Strength of Religious Faith Questionnaire Brief Version, 2002), and motivation (Sanchez de Miguel et al., 2017). Following IRB approval and consent, an online and in-person survey was distributed to all undergraduate students at a small private Christian university in Southern California. There were 345 participants in total who completed the survey questionnaire, with 281 females and 64 males. As predicted, females showed higher levels of stress, COVID-related stress, and anxiety. Results also showed significant positive correlations between measures of stress and anxiety with family responsibilities. Negative correlations were found between stress and anxiety with sense of school belonging and faith. A significant negative correlation was also found between the PSS and motivation but not with anxiety. Further correlations and implications will be discussed.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 1 Baca / Iyer

Examining the Effect of Marijuana and Depression on Adolescent Suicide

Shreya Iyer

University of Virginia

Advisor(s): John Monahan, PhD

Marijuana is the most commonly used illicit substance during adolescence while depression is the third most prevalent mental disorder among adolescents. The present study examined a possible additive and interactive effect of marijuana and depression on adolescent suicidality. We conducted two studies to determine the effect of marijuana and depression on suicidality. For study 1, we had 3 hypotheses. Hypothesis A stated that marijuana and depression would emerge as significant predictors of suicide attempts in an ordinal logistic regression model. For Hypothesis B, we divided our sample of adolescents into four groups: a marijuana and depression group, a depression no marijuana group, a marijuana no depression group, and a no marijuana no depression group. We hypothesized that if marijuana and depression had an additive effect, then the marijuana and depression group would have significantly higher odds of attempting suicide compared to the other three groups. For Hypothesis C, we hypothesized a significant interaction effect between marijuana and depression on suicide attempts. Study 2 proposed the same hypotheses as Study 1, however our goal was to see if these hypotheses were still significant with the addition of covariates into the logistic regression model. As hypothesized, marijuana and depression emerged as significant predictors of adolescent suicidality before and after we included covariates into our regression model. Furthermore, marijuana and depression had a significant additive effect, such that marijuana and depression group had significantly higher odds of attempting suicide compared to the other three groups, before and after we included covariates into our regression model. However, contrary to our hypothesis, there was not a significant interaction effect of depression and marijuana before or after we included covariates in our regression model.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 1 Baca / Iyer

Prior to Serve & Protect: An analysis of pre-employment psychological evaluations in Virginia law enforcement candidates

Jordan Kerere

University of Virginia

Advisor(s): Sharon Kelley, JD, PhD

Law enforcement officials have very little room for error in their line of work: They are one of the few groups in society that are provided with the tools and authority to use force on others. Psychological screenings are one tool law enforcement agencies can use to improve hiring decisions and better ensure only appropriate individuals have this authority. The present study is twofold: Part One explored how common pre-employment psychological evaluations are in Virginia by surveying law enforcement agencies. Part Two examined pre-employment psychological evaluation reports from a Virginia mental health clinic to determine which variables from these evaluations (i.e., historical variables and scales on psychological testing) drive clinician decision-making. The data for Part Two of the present study is comprised of 196 police candidates' clinical interviews and psychological testing results, specifically results from either the Personality Assessment Inventory (PAI) or results from the Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF) and Matrix-Predictive Uniform Law Enforcement Evaluation (M-PULSE). Preliminary findings indicate that pre-employment psychological evaluations are a holistic process and evaluators are not relying solely on these pre-identified problematic scales for their hiring decisions.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 2 Kerere / Mehta

The Immediate Impact of Mindfulness Meditation on Student's Attentional Control

Anjali Mehta

New York University

Advisor(s): Joshua Aronson, PhD

Smartphone use has been linked with a myriad of negative outcomes, including difficulties in sustaining attention and resisting distraction. In fact the mere presence of smartphones has shown to affect our ability to pay attention to tasks at hand (Ward et al., 2017). Knowing that technology is so saturated in our lives, understanding how to combat its negative consequences is an important psychological investigation. The accessibility and constant stimulation of technology have made distraction constant and focus rare (Ward, Duke, Gneezy & Bos, 2017). While technology negatively affects our attention, meditation, an ancient concentrative practice, has shown to improve it (e.g., Zylowska et al., 2008; Moore et al., 2012; Tang et al., 2012; Teper & Inzlicht, 2013); can we turn to meditation as a way to enhance our attentional control? This study aims to examine the immediate effects of fifteen minutes of mindfulness meditation on individuals' attentional control. We are interested in whether individuals can sustain attention even with interference from unexpected artificial stimuli (distractions). We thus hypothesized that brief mindfulness training would result in improvements in attention and foster changes in attentional control. [PENDING DATA ANALYSIS]

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 2 Kerere / Mehta

Telemedicine Interventions in Cancer: Scoping Review of Systematic Reviews

Rujula Upasani | Issay Barry

University of Virginia

Advisor(s): Kelly Shaffer, PhD

Cancer patients and their family caregivers report significant distress through the cancer trajectory. Due to the increase in telemedicine technology, there is interest in how this care delivery method has been applied to psychosocial care in cancer. This secondary analysis of a larger scoping review will describe available systematic reviews of telemedicine psychosocial interventions in cancer care to analyze and identify gaps in the existing literature. PubMed, Cochrane Library, CINAHL and Web of Science were searched in August 2021 for systematic reviews on telemedicine interventions in cancer care. Eligibility screening of all returned reviews (complete) and data extraction from included reviews (ongoing) is completed by two separate coders, with disagreements resolved by a third coder. A total of 563 records were reviewed, 86 met eligibility criteria for the broader scoping review (all telemedicine interventions), of which 9 specifically address psychosocial interventions. The research team is currently extracting information about the focus of each review including: intervention target (e.g., patients, family caregivers), technology modalities used to deliver care, phase of cancer care, and whether implementation of interventions was addressed. Findings will be described from these items and analyze where there are gaps in the review literature on telemedicine psychosocial cancer care. Results to date show there is an extensive literature base on telemedicine psychosocial interventions in cancer; however, there are also specific gaps where reviews should be conducted, such as interventions for family caregivers, interventions for individuals across the cancer care continuum, and implementation characteristics of these interventions.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 3 Upasani / Vachhani

Better Sleep for Supporters with Insomnia Study: Preliminary Efficacy of Internet-delivered Cognitive-Behavioral Therapy

Shruti Vachhani | Issay Barry

University of Virginia

Advisor(s): Kelly Shaffer, PhD

Many cancer caregivers experience sleep disturbance. Sleep Healthy Using the Internet (SHUTi), an Internet-delivered cognitive-behavioral therapy for insomnia program, is effective in treating insomnia in the general population, but it has not been tested among caregivers. The aim of this study is to examine the effect of SHUTi among cancer caregivers. Eight caregivers who provided care to a family member with cancer and reported significant sleep disturbance were enrolled in this single-group pilot study. Caregivers completed the Insomnia Severity Index (ISI; perceived insomnia symptom severity) and 10 days of sleep diaries (minutes of sleep onset latency [SOL] and wake after sleep onset [WASO]) before and after receiving SHUTi. Pre-post change was calculated with Cohen's d. Caregivers' self-reported insomnia severity exceeded the clinical cutoff score of 10, on average, before SHUTi (ISI M=14.75 [SD=6.25]), and they reported a large improvement in symptoms after SHUTi (ISI M=9.60 [SD=4.60]; d=1.26). Similarly, caregivers' SOL decreased over treatment by about 14 minutes on average (pre-SOL M=30.93 [SD=20.05]; post-SOL M=16.71 [SD=8.98]; d=1.12). Caregivers' WASO decreased over treatment by about 17 minutes on average (pre-WASO M=93.57 [SD=41.43]; post-WASO M=76.86 [SD=34.50]; d=1.26). These results indicate that caregivers who use the SHUTi program report improved insomnia symptoms, and also tended to fall asleep quicker and had less time awake after falling sleep. Further research should examine whether tailoring SHUTi might help improve caregivers' benefits from the program. SHUTi should also be tested among other types of caregivers, like caregivers for people with dementia or young adults supporting their parents.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 3 Upasani / Vachhani

Finding a Needle in a Haystack: Exploratory Psychometric Analysis of Healthcare Aptitude Test Data

Varvara Isaieva | Catherine N. Henkel | Shiqi Wang

University of Virginia

Advisor(s): Karen Schmidt, PhD

This study analyzed a large set of item responses to a healthcare aptitude test. The main objective of our study was to investigate item quality and to search for any potential trends suggestive of item compromise. The data set consisted of more than 130 multiple choice items and more than 14,500 college-aged students nationwide studying primarily health care topics. Using RStudio, we converted the responses to binary data. Out of concern for bias and confidentiality, the content of the questions and answers remained unknown. We used RStudio (psych, corrplot, ggplot, and car packages) for our analyses, which included data cleaning, data wrangling, data visualization, parallel and factor analysis, and item response theory (IRT). After performing our initial analyses, we found some global trends suggesting patterns in the data. Specifically, chi-square results showed relationships across the large item set, $x2 (9045) = 60321.78$, $p < .001$, as well as within several item subsets. Exploratory factor analyses indicated multiple factors and components in the data, pointing to potential undiscovered trends. Using IRT, we also obtained Fisher information curves, item characteristic curves, item discriminations, and item difficulties, showing varying quality of items within the aptitude test. This initial set of analyses provides a strong basis for further forensic exploration of trends within the dataset.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 4 Isaieva / Wells

Behind the Public Eye: Psychometric analysis of Social Responsiveness Scale-Second Edition (SRS-2) for Autism Spectrum Disorder

Rachel Wells

University of Virginia

Advisor(s): Karen Schmidt, PhD

The diagnosis and assessment of Autism Spectrum Disorder (ASD) are extremely important as over 75,000 people have ASD worldwide. The Social Responsiveness Scale, Second Edition (SRS-2) was developed by Constantino and Gruber (2012) and has been used in clinical and research settings as an assessment tool for ASD symptom severity. The SRS-2 is a 65 item scale consisting of four response options (1= Not true; 2= sometimes true; 3= often true; 4= almost always true) are included in the rating scale and are used by a rater to assess the responsiveness of school-aged children. The SRS-2 consists of five general subscales describing Social Awareness, Social Cognition, Social Communication, Social Motivation, and Restricted Interests and Repetitive Behavior, encompassing the major social behavioral domain concerns of ASD. This study set out to analyze the effectiveness of the SRS-2 scale through data simulation using WinGen software (Han, 2006). A novel simulation technique was employed using a backdoor transformation of the 65 items, generating 2000 WinGen item responses for establishing the nature of subscales with respect to patterns of item sets. Exploratory factor analysis was performed using the psych package within R (Revelle, 2022). Next, confirmatory factor analysis was performed using lavaan (Rosseel, 2012), based on the subscale matching process with items. Results will indicate the extent to which the SRS-2 subscales were approximated by confirmatory factor analysis of the simulated data.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 4 Isaieva / Wells

Critical Historical Knowledge is Not Enough: On the Role of Perceptions and Emotions on Support for Racial Equality

Jamie Alperin

University of Virginia

Advisor(s): Sophie Trawalter, PhD

Many White Americans do not support efforts to redress racial inequality. The present work examines the role of historical knowledge–specifically, critical knowledge about the history of race and racism in the United States–and tests the extent to which critical historical knowledge can increase Whites' support for racial equality. Throughout three studies, critical historical knowledge was either measured (Studies 1 and 2) or manipulated (Study 3). Participants' perceptions of inequality, emotions, and support for organizations working toward racial equality were also measured. The data collected in Study 1 and 2 revealed that critical historical knowledge predicted support for these organizations; moreover, perceptions that racial inequality is bad and unjust predicted support for these organizations, as did feelings of empathy, sympathy, and guilt for those who experience inequality, and anger and outrage that inequality persists. The results from Study 3 showed no effect of condition on perceptions, emotions, or support, although emotions and perceptions again predicted support for organizations working toward equality. Overall, our data suggest that historical knowledge may not be enough to increase White support for racial equality, at least if or when this knowledge does not lead to some emotional reaction. Future work will need to examine whether and how critical historical knowledge can move Whites' perceptions and emotions about inequality and, in turn, support for equality.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 5 Penn / Alperin

Quantifying Psychosocial Factors Impacting the Health of Sexual Minority Black Women

Tamia Penn

University of Virginia

Advisor(s): Karen Schmidt, PhD | Lanice Avery, PhD | Sara Matsuzaka, PhD

Sexual minority Black women are known to have poor health outcomes comparative to other populations, yet there has been little research behind factors that may be contributing to this disparity. This study aims to examine how aspects of identity, body image, and maladaptive coping behaviors influence the health of sexual minority Black women. Data was collected in the Research on Intersectionality, Sexuality, and Empowerment (RISE) Lab at the University of Virginia, by Matsuzaka and Avery (2021). Participants were 330 individuals over the age of 18 who self identified as Black queer women. An exploratory factor analysis was conducted across 5 scales measuring body consciousness, racial identity attitudes, alcohol use, palatable eating, and health outcomes. A structural equation model was adopted to test the framework of the resulting factors. The ensuing model observed 3 main findings: (1) mental health was significantly predicted by somatic experiences, performance difficulty, and weight perception, (2) somatic experiences were predicted by drinking and eating coping behaviors, and (3) performance difficulty was predicted by weight perception in addition to drinking and eating coping behaviors.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 5 Penn / Alperin

College Students and COVID-19 Stress

Makenzi Bishop | Claire Crouch | Adrian Dulin | Camila Torreblanca

Vanguard University of Southern California

Advisor(s): Noreen Dulin, PhD

College life is associated with numerous emotions and students have many different attributes such as perceived stress, the trait of anxiety, and motivation. Students may have found it particularly difficult during the last two years due to the COVID-19 pandemic and distance learning. "Students in distance education experience the same stress-inducing academic demands (Lee & Oh, 2017)." This study explored the relationship between perceived stress (Cohen et. al., 1983), COVID-related stress (created by the authors of the present study), the trait of anxiety (De Vries & Van Heck, 2013) and characteristics of college students. The following variables were predicted to be related to stress and anxiety: sleep (average hours and self-report of difficulty sleeping), work hours, finances, risk-taking (Nicholson et. al., 2005), motivation (Sanchez de Miguel, et al., 2017) and the Big 5 (BFI-10; Rammstedt & John, 2007). IRB approval was obtained, and consent was given by all participants. An online and in-person survey was distributed and completed by 345 undergraduate students at a private Christian university in Southern California (64 males and 281 females). As predicted, stress and anxiety were significantly correlated with the conscientiousness and neuroticism factors of the Big 5. Significant correlations were also found between stress and anxiety with self-reported hours slept and reports of difficulty sleeping. Stress and anxiety also related to attitudes toward finances. Further results and implications will be discussed.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 6 Bishop / Fitzpatrick

The Effects of Eye Contact on Self-Disclosure and Trust

Julia A. Fitzpatrick

St. Mary's College of Maryland

Advisor(s): Jennifer J. Tickle, PhD

This study is an extension of the previous research that suggests that eye contact, even in online interactions, is critical to the establishment of the trust and self-disclosure necessary for the therapeutic relationship. This study used a sample of college students to examine trust and self-disclosure after being exposed to either no, moderate, or high eye contact in a structured online interaction using a modified version of the Relationship Closeness Induction Task (RCIT; Sedikides et al., 1999). Participants then filled out a survey reporting trust in the interaction, self-disclosure in the interaction, general self-disclosure tendencies, and demographic information. Results found that there was a significant effect of eye contact on how comfortable participants felt overall, whether participants would want to interact with their interaction partner again, and how personal the researchers felt participants' answers were. Even though some analyses involving trust and self-disclosure did not yield significant results, the means were still in the hypothesized direction. The analyses were underpowered, so future research should examine these effects in a larger sample. Even after the pandemic, people may choose to conduct meetings or therapy online, so future researchers can use these findings from this study to further consider the effects that eye contact has in online interactions and to develop recommendations to facilitate more disclosure and trust in these environments.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 6 Bishop / Fitzpatrick

The Power of Friendship: How Adolescent Friendship Quality Predicts Relative Power in Adult Romantic Relationships

Margaret Brehm

University of Virginia

Advisor(s): Joseph P. Allen, PhD | Meghan Costello, MA

Quality adolescent friendships are thought to prepare individuals for the demands of adult romantic relationships. However, the link between early friendships and relative power, a relationship outcome with mental health and relational implications, has not been examined. Using a longitudinal design, the present study seeks to understand the relationship between early adolescent friendship quality and relative power in romantic relationships in the mid-twenties. 184 teens were assessed on friendship quality between ages 13 and 15, and later surveyed on relative power in their romantic relationships between ages 24 and 26. As hypothesized, teens with lower friendship quality as reported by themselves and their close friends reported imbalanced relationships in the mid-twenties. Additionally, early friendship quality was found to moderate the relationship between later cognitive jealousy and relative power, in that friendship quality had more predictive power within highly jealous relationships. Finally, results indicated stronger effects for women within this trajectory, and gender implications are discussed. Findings suggest the importance of adolescent friendships for predicting power dynamics in adulthood, thus supporting the critical task of building high-quality friendships during the teenage years.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 7 Brehm / Smith

The Long-Term Implications of Parental Emotional Support on Physical Health

Karissa Smith

University of Virginia

Advisor(s): Joseph P. Allen, PhD | Corey Pettit, MA

The support children receive from their parents undoubtedly has impacts on mental and physical health that last well into adulthood, but little research has investigated the importance of this emotional support to the adolescent. This present study investigated whether parental support received by the adolescent predicts physical health outcomes in their adult years. In a longitudinal sample (N=141), participants were examined in advice-seeking interactions with their mothers at 13 years old, and later were measured during a health visit at age 29 for vagal tone. As hypothesized, higher parental emotional support that adolescents received in early adolescence predicted higher rates of vagal tone in adulthood (p < .01). Also as hypothesized, attachment to peers in early adulthood partially mediated this relationship between parental support and the participant's health (p < .001). This indicates that parental support also predicts friendship quality later in life which then goes on to predict vagal tone further in adulthood. These findings suggest that parents still play an impactful role in their adolescents' lives through relationship building and physical health outcomes.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 7 Brehm / Smith

Measuring Concentration Through its Key Skills: Self-regulation, Focus, and Executive Attention

Rachel Lerner

University of Virginia

Advisor(s): Angeline Lillard, PhD

Concentration is a skill that is acknowledged to be highly important for academic and professional success. Despite this consensus, concentration has been understudied in young children, particularly in naturalistic settings such as in preschool classrooms. This gap in the literature is in part due to the lack of a clear definition of concentration. This study attempts to close gaps in literature by measuring concentration through its three key skills- self-regulation, focus, and executive attention, which have often been studied independent of one another. We investigated how two measures– the Concentration Scale, and Children's Concentration and Empathy Scale (CCES) – differently capture the key skills that comprise concentration. The Concentration Scale uses observer ratings of children's concentration across a short working period in the classroom, and CCES uses teacher ratings of children's concentration as they have come to know children across the school year. We collected data from two Montessori classrooms (N = 24; M = 4.63 years; range = 3.07-6.27 years; 11 males, 13 females). Contrary to my hypothesis, there were no significant differences between the key skills of self-regulation, focus, and executive attention as they were measured in the Concentration Scale and CCES. These results indicate that the Concentration Scale and CCES are both capturing concentration and its key skills similarly despite differences in the scales' methods. Future studies can use the Concentration Scale or CCES to measure the three key skills of concentration in preschoolers, and can select which method, observation or teacher questionnaire, best fits their study.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 8 Lerner / Q.Liu

Young Children's Interpretations of Prosocial Behavior and Their Relationship to Parental Interpretations of Prosocial Behavior

Qianshu (Shirley) Liu

University of Virginia

Advisor(s): Amrisha Vaish, PhD | Stefen Beeler-Duden, MA

Humans are social beings that rely heavily on our cooperative relationships which likely accounts for our success as a species (Tomasello, 2009). To form these relationships, however, we must identify individuals who promise to be reliable, beneficial partners. Given that information is limited about new potential partners, we must often rely on individuals' prior cooperative behaviors. Importantly, to make more accurate predictions about a cooperative partner, we must rely not only on the individuals' external actions but also on the intentions underlying those actions (Cushman, 2008; Falk & Fischbacher, 2006). Yet very little is known about the developmental trajectory of understanding prosocial agents' intentions. This study aims to describe children's preconceptions of others' prosocial intentions and how parents inform this understanding. In this study, two stories are read aloud to the children via Zoom. In these stories, prosocial agents help Louis(a) achieve a goal and share resources with Louis(a). While hearing about the characters, children answered questions about the benefactor's motivations, the recipient's emotional response, and the child's own evaluation of the benefactor's actions. Parents completed the Kärtner Socialization Goals Questionnaire, which describes the parent's cultural values (e.g., concern for others, equality, justice, etc.). The parents also completed a structured interview about their understanding of and responses to other's prosocial intentions. Children and parental responses will be categorized based on an inductive thematic analysis, a data-driven conceptual analysis of participant's responses. Using these categories, we will assess how age and culture influence the understanding of prosocial intentions.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 8 Lerner / Q.Liu

The Effect of Social Resource Priming on Future Orientation

Madeline Brence

University of Virginia

Advisor(s): Amrisha Vaish, PhD | Stefen Beeler-Duden, MA

Humans' evolutionary success has been shaped by our propensity to form and maintain social relationships(1). The absence of these social resources (i.e., social support) is one of the strongest predictors of mortality(2). Considering these data, it is no surprise that the presence of social resources can greatly influence how we feel, act, and view the world(3). Numerous studies have demonstrated that those helped by a novel social partner (i.e., have access to new social resources) are more likely to donate money and volunteer more time, and less likely to cheat social partners(4-8). However, little is known about the mechanism underlying the connection between social relationships and our resulting behaviors. One potential mechanism is that social resources increase future-oriented thinking and behaviors.

Using a between-groups design, participants were randomly assigned to either think of a close friend (High social resources condition) or an acquaintance (Low social resources condition). Participants rated the quality of these relationships through a series of measures. Then, participants completed a hypothetical temporal discounting task, which measures their future orientation by quantifying the extent that participants discount future rewards(9). Using an ANCOVA, we will analyze the effects of the social resource conditions and relationship quality on the rate of discounting. We predict that participants in the High social resource condition will demonstrate more future-oriented thinking by discounting future rewards less. This study will begin to elucidate the mechanisms underlying the influence of social resources on human behavior.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 9 Brence / Chu

Friendship qualities in female-female friendships: Differences from other-gender and male-male friendships

Kate Chu

College of William and Mary

Advisor(s): Janice L. Zeman, PhD

Although friendships are increasingly important in adolescence (Allen et al., 2021), few studies have investigated other-gender friendships despite their increase in frequency. Participants were 201 students (Mage= 19.43 years, 58.7% girls, 56.7% White) who reported on 316 friendships. The Network Relationships Inventory (Buhrmester & Furman, 2008) was completed to assesses five positive and five negative features of friendships among female-female (f-f, n = 106), male-male (m-m, n = 73), females reporting on male (f-m, n = 77), and males reporting on female (m-f, n = 60).

Two multivariate analyses of variance (MANOVA) were conducted by friendship type. The model for the positive qualities was significant, $F(15, 850.65) = 4.10$, $p < .001$, Wilk's $\lambda = 0.83$, partial eta^2 = .06, with group effects found for all five scales. F-f friendships reported higher companionship than f-m and m-f friendships but were not significantly different from m-m friendships who were not different from other-gender friendships. For intimate disclosure and emotional support, f-f friendships were significantly higher than the other three friendship types that did not differ from each other. For closeness, f-f scores were significantly higher than all other group scores who did not differ from each other. For satisfaction, f-f reported significantly higher scores than for f-m friendships, but the other groups did not differ from each other or with f-f friendships. The MANOVA for negative friendship qualities was not significant. Discussion of the results focuses on how f-f friendships appear to be qualitatively different than m-m and other-gender friendships.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 9 Brence / Chu

Technology Use and Need Fulfillment in Older Adults

Claire McDonald

Roanoke College

Advisor(s): Danielle Findley-Van Nostrand, PhD

The global population is aging, necessitating increased support for older adults who face many challenges, including loneliness and social isolation. Current research establishes that loneliness in older adults is associated with negative physical and mental health impacts, such as increased risk for dementia, and that the use of information and communication technologies (ICT) can improve social connectivity, self-esteem, and sense of personal identity. Despite internet use increasing, there is still a technology divide and hesitance to accept ICT within older adults. However, mechanisms and outcomes of ICT use remain understudied. Through the lens of Self Determination Theory, this study examines whether specific forms of ICT use are associated with satisfaction of specific psychological needs of autonomy, relatedness, and competence. We hypothesize that the demonstrated decreased loneliness associated with ICT use is driven by psychological need satisfaction. Data collection is currently underway, with local sites providing care assisting with recruitment, as well as via Academic Prolific. Participants include part or full-time caregivers of aging individuals. Measures are based on existing, validated scales (of psychological need satisfaction, technology use, and loneliness), that have been modified to collect information from the perspective of a caregiver. This study also includes qualitative responses to questions regarding perceived benefits of technology use, to examine whether the psychological needs focused on here emerge as themes in caregiver perceptions. Data collection and analysis will be complete prior to the conference. Results are expected to have applied implications and contribute to the study of aging in place.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 10 McDonald / Powell

With Friends Like These, Who Sees Enemies? Attachment, Hostile Attribution Bias, and Aggression in Emerging Adults.

Caroline Powell

Roanoke College

Advisor(s): Danielle Findley-Van Nostrand, PhD

This study examines associations between emerging adults' attachment in multiple relationship contexts (friends, parents, and romantic partners) in relation to social cognition and forms of aggression. Attachment Theory posits that emotional bonds form an internal working model of attachment that generalizes to inform an individual's view and expectation of new relationships and distrust of others, and insecurity in this model may result in aggressive behavior when confronted with threat. Stemming from Social Information Processing theory is the construct of hostile attribution bias, which suggests that some individuals may have biased cognition to make judgments of peers being intentionally harmful in ambiguous situations. Both attachment and hostile attribution bias have well-established relationships with aggressive behaviors. There has been some research connecting attachment, hostile attribution bias, and aggression, though consensus on how these are related is still unclear, much of this work takes place in children and adolescents, and most focuses only on overt forms of aggression. In this study, we were interested in emerging adults (age 18-25), who are more likely to employ relational rather than physical aggression. Participants included emerging adults, recruited via Academic Prolific (N=200, balanced by gender). Measures included the Relationship Structures Questionnaire (Fraley, 2006) to capture attachment, Word-Sentence Association Paradigm (Beard & Amir, 2009) to capture hostile attribution bias, and the Self-Report of Aggression and Social Behavior Measure (Morales & Crick, 1998) to capture aggressive behaviors. Data analysis will be complete by the presentation date. Results are expected to have meaningful practical and empirical implications.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 10 McDonald / Powell

Emerging Adults' Striving for Popularity & Relational Aggression: Associations with Narcissism/Perceptions of Parental Behaviors

Kyra Baker

Roanoke College

Advisor(s): Danielle Findley-Van Nostrand, PhD

In adolescents, popularity and popularity goals are mutually associated with relational aggression (gossiping, rumor spreading, exclusion) over time. In separate research, certain parenting tactics (e.g., low warmth, high control) are also correlated with relational aggression in children and adolescents, with emerging work also showing parenting matters for young adults' aggression. However, less is understood regarding the degree to which parenting might influence status-striving of emerging adults (18-25 years old) where popularity is only beginning to be studied. The current study examines emerging adults' parental influence on popularity goals/need for popularity and the attitudes (i.e., levels of acceptance) that emerging adults' have towards relational aggression. Specifically, perceptions of parents' warmth, control, and valuing of popularity are examined as predictors. Further, because of its established relevance to popularity-aggression dynamics, narcissism is also included as a predictor. Participants were recruited via Academic Prolific (N = 250). Measures included several established self-report questionnaires, and a new measure created to capture parents' popularity striving (based on the self-report version of this scale). Preliminary analyses are underway and will be complete prior to presentation. Initial results suggest measures are reliable, with meaningful associations among the variables. Results are expected to increase understanding of emerging adults' social status dynamics and aggression.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 11 Baker / Campbell

Effects of Elicited Jealousy on Threatened Masculinity and Relational Aggression in Emerging Adult Men

Benjamin Campbell

Roanoke College

Advisor(s): Danielle Findley-Van Nostrand, PhD

This project is a two-study investigation of the effects of jealousy on threatened masculinity and relational aggression use in emerging adult men (Study 1, age 18-25, N = 151; Study 2, N = 163). The project aimed to expand on previous literature of precarious manhood theory (Vandello et al., 2008) and jealousy (DeSteno et al., 2006), but examining relational aggression instead of overt forms of aggression. The goal of Study 1 was to see if friendship jealousy with a friendship dyad affected felt masculinity and relational aggression use. Study 2 aimed to expand on findings from Study 1, and investigate if there were also differences based on friend group size (i.e., friendship dyad vs friend group). A jealousy manipulation was created to elicit feelings of friendship jealousy on feelings of threatened masculinity and relational aggression. Results from Study 1 found that participants in the jealousy condition reported feeling less masculine, used more relational aggression towards their peer, and also felt several negative emotions (anger, distress, discomfort, threatened). Study 2 findings replicated those of Study 1, but also found that relational aggression was particularly high for those who felt jealousy within the context of a friendship group, rather than friendship dyad, and threatened masculinity mediated the effect of jealousy on relational aggression use. This project provides evidence that men feeling jealousy towards a friend, or group of friends, may result in an increased threat to their masculinity, and cause them to be more relationally aggressive towards their friend(s).

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 11 Baker / Campbell

American's Understanding of Economic Inequality Between Racial Groups

Amanda Coughlin

University of Virginia

Advisor(s): Jazmin Brown-Iannuzzi, PhD | Stephanie McKee, MA

Economic inequality in the United States has reached historically high levels. Past research has indicated that Americans are unaware of these alarmingly high levels of inequality, and this lack of awareness extends to race-based economic inequality as well. The present study seeks to examine how people understand inequality between racial groups at certain income percentiles, that is to what extent people understand the existence of inequality and at which income percentiles it is perceived. Using participants estimates of income by race at certain percentiles, we examined whether there were perceived income differences between racial groups at the 10th, 50th, and 90th percentiles. The results indicated that participants believed White individuals had higher incomes than Black individuals at all three income percentiles. However, when examining how accurate participants were in estimating income inequality, that is when anchoring on actual income levels, we find mixed effects. We discuss the implications of these findings on policy choices as well as voter support and patterns.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 12 Coughlin/ Parker/ Williams

Relational Victimization and Gender Identity as Predictors of Adjustment in Emerging Adults

Ethan R. Parker

Roanoke College

Advisor(s): Danielle Findley-Van Nostrand, PhD

This study aims to examine the role of gender and relational aggression and victimization in emerging adults' adjustment. Whereas men are more physically or directly aggressive, men and women show no consistent average level difference in relational aggression (despite the assumption that the latter reflects "female aggression"; Card et al., 2008). Precarious Manhood Theory suggests men's aggression can in part be explained by the nature of masculinity (Vandello et al., 2008), and that these experiences are related to adjustment issues. However, little work has demonstrated whether relational aggression and victimization in combination with gender identity processes (for instance, endorsement of masculine or feminine ideology, and contingency of self-worth on gender) uniquely contribute to adjustment in emerging adults. In this study, integrating theoretical perspectives on masculinity and on relational aggression, we hypothesized that men's adjustment outcomes stemming from relational victimization would be significantly more contingent on gender identity than women's. We sampled 173 emerging adults (M=24.7 years, SD=3.55 years, 50.6% male, 49.4% female) via Academic Prolific. Measures included existing and validated measures of conformity to masculine or feminine ideology, masculine contingency (also modified to capture feminine contingency), self-esteem, and engagement in and experiences of relational aggression. Preliminary analyses suggest scales are reliable, and that there are meaningful associations among the variables. Data analysis will be complete prior to presentation.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 12 Coughlin/ Parker/ Williams

Among white people, feelings of economic "inadequacy" predicts worse sleep quality over time

Arthur Ryan Williams

University of Virginia

Advisor(s): Jazmin Brown-Iannuzzi, PhD | Nava Caluori, MA

Economic inequality has reached historically high levels and affluence has been accumulated in the hands of a few wealthy white people (e.g., Jeff Besos, Bill Gates, Mark Zuckerberg). At the same time, poorer white individuals have felt like they are being "left behind" and ignored by their racial group and their government (Jardina, 2019). The current research investigates whether these feelings of being left behind have emotional and health consequences. Using longitudinal data across five time points (2 months), I investigated the relationship between feeling left behind, negative emotions, and sleep. Results (N = 393) suggest that feeling lower status than one's racial group among white people predicts more negative emotions at subsequent time points and, in turn, worse sleep quality. This finding suggests that within-racial group comparisons for white people may lead to more extreme upward comparisons, feelings of being left behind, and in turn, have emotional and health consequences.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 12 Coughlin/ Parker/ Williams

The Role of Race, Gender, and Interest in Determining Friendships in Middle Childhood.

Grace Hamilton Boudreau | Lily Webster | Madison Sumatra

W&L University

Advisor(s): Megan Fulcher, PhD

This study investigated whether race, gender, or interest was the largest predicting factor in the formulation of children's friendships. Participants included children ages 5-10 (n=?) who completed a 10-minute study selecting the friend of a character with options of the same race, gender, or interest. The way children choose to make friends in the settings in which they are most commonly socialized is a crucial aspect of understanding development. Children become aware of their ingroup by as young as the age of five (Rogers and Meltzoff, 2016). Ingroup favoritism explains that they will often prefer to socialize with those of their ingroup. When choosing friends, kids prefer the same race and gender as themselves because of this ingroup favoritism. This study relies on theorical framework from Tajfel (1981) and Thibault & Kelly (1959) whose theories provide the basis of children's social identity.
 Data collection and analysis is underway and should be completed by early spring.

Keywords: friendship, race, gender, interest, middle-childhood

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 13 Boudreau / Hill

Real Cowboys Are Gentle: Examining Gender Schema Flexibility Influencing Stereotypical and Counter-Stereotypical Careers

Lindsey Hill | Parker Hawk

W&L University

Advisor(s): Megan Fulcher, PhD

From as early as preschool, children begin forming career aspirations that align with their gender (Fulcher, 2011). By middle childhood, gender is the largest predictor of what occupation a child wants to go into. While existing studies in this field support this correlation between gender and future job aspirations, there are limited studies that explore how exposure to non-traditionally gendered professions affect career preferences. This study looks into how viewing jobs traditionally or non-traditionally associated with a child's gender influences their ranking of jobs for their future self. Participants, children ages 5- to 10- years old, were assigned to either a stereotypical or counter-stereotypical condition. While all participants viewed the same 14 professions, individualized for them based on their race and gender, the corresponding job descriptions differed in their language based on their condition. This paper argues that participants presented with counter-stereotypical job descriptions will be more flexible in their consideration of traditionally gendered professions. Conversely, participants presented with stereotypical job descriptions will be less flexible in their consideration of traditionally gendered professions.

Poster Session: 10:30-11:30 am
Zoom Breakout Room: 13 Boudreau / Hill

Poster Session I
10:30 -11:30 AM
Presentations

Poster Session II
Breakout Room Directory
12:30-1:30 PM

Breakout Room	School	Presenters	Title
1 Barker / Patterson	University of Hawaii	Max Barker	Mindful Media: A diachronic analysis of cognitive health in social media
	W&L University	Morgan Patterson	Building Fairness in Children on the Autism Spectrum
2 Leventhal / McGuinn	University of Virginia	Emily Leventhal	Qualitative Interviews to Inform a Mobile Anxiety Intervention for a University Community
	University of Virginia	Bailey McGuinn	Detecting emotion in young adult suicide attempt survivors' text messages with family, friends, and significant others
3 Clore / Lee	University of Virginia	Georgia L. Clore	Associations Between ADHD and Helping Behavior in Children and Adults: Exploring the Role of Context
	University of Virginia	Justine Lee	The Effect of Psychoeducation on College Students' Mental Health
4 Adotey / Honig	W&L University	Chelsea Adotey	The relationship between sleep health and habituation of the cardiovascular response to mental stress
	W&L University	David Honig	The Relationship between Mental Stress and Cardiac Timing in Individuals with Anxiety Symptoms
5 Howard / Ponnapalli	University of Virginia	Haley Howard	The Relationship Between Childhood Attachment and Adolescent Depression
	University of Virginia	Medha Ponnapalli	Correlation Between Birthweight of Twins and their Physical and Cognitive Development
6 Ananth / Rollins	New York University	Srinidhi Ananth	Primary Caregivers' Barriers to Participating in Research
	University of Virginia	Hannah Rollins	Evaluation of Character Building Framework: EL Education: Do Students Respect the Differences of Their Peers?
7 Spinelli	Saint Mary's College of California	Maria Gabriela Spinelli	Political Orientation Influences Perceptions of Others During COVID-19: An Application of Moral Foundations Theory
8 Brown / Gu	W&L University	Javaneh Brown	Racial Differences Among Undergraduate Help-Seeking Behaviors and Attitudes Toward On-Campus Mental Health Services
	New York University	Janet Gu	Understanding the Perception of Racial/Ethnic Joking in Young Adults
9 Ha / Melly	University of Virginia	Tiffany S. Ha	Perceived Differences Affect Institutional Belonging More Than Actual Differences
	University of Virginia	Sophie Melly	Assumed Confidentiality in Self-Disclosure
10 Byeon/ Monroe-Mohajerin	University of Virginia	SooYun Byeon	The Effect of Recipient Race on 4- and 5-Year-Old Children's Sharing Behaviors
	University of Virginia	Madison M Monroe-Mohajerin	Assessing the Impact of an Infant Sleep Schedule on Neural Noise and Cognitive Milestone Emergence
11 Albuquerque/ Ross/ Seitov	University of Virginia	Marina Albuquerque	Specialization and Its Discontent: Job Specialization Decreases Curiosity and Psychological Richness
	University of Virginia	Arsen Seitov	Why Meeting New People is Good: Effects of Social Network Expansion on Psychological Richness
	University of Virginia	William Ross	Examining Liking and Respect Gaps in Intergroup and Same-Group Interactions
12 Canning / G.Liu	University of Virginia	Anna Canning	Exploring the Effect of Different Emotional Conversation Topics on Nonverbal Synchrony
	University of Virginia	Gina Liu	Differences in Emotive Language using IRT modeling and Sentiment Analysis

Poster Session II
12:30-1:30 PM
Presentations

Mindful Media: A diachronic analysis of cognitive health in social media

Max Barker

University of Hawaii

Advisor(s): Maegen Walker, PhD

With nearly a million deaths in the United States since 2020, according to Johns Hopkins University, the COVID-19 pandemic has been the most severe public health crisis in over a century. The effects of the pandemic have been felt far beyond the realm of physical health. Recent studies, such as those by the CDC and the Kaiser Family Foundation, have shown that mental health has also been significantly impacted, with rates of depression, anxiety, and substance use all increasing dramatically.

In response to the mental health crisis caused by the pandemic, there appear to be increasing efforts to promote mental health awareness. This study attempts to systematically investigate the effects of the pandemic on mental health awareness by looking at the prevalence of the topic in social media posts. Specifically, it looks at the Instagram posts of seven celebrities who promote mental health both before and during the pandemic to assess whether there are quantifiable shifts in the frequency of mental health awareness posts.

Initial results suggest a modest increase in the promotion of mental health awareness during the pandemic. For the seven celebrities under consideration, the frequency of social media posts highlighting mental health issues demonstrably increased from before the pandemic in 2019 to the middle of the pandemic in 2021. While the pandemic has undoubtedly had profoundly negative effects across society, the apparent increase in promoting mental health awareness may serve as a silver lining if we are able to capture and continue this trend in the future.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 1Barker / Patterson

Building Fairness in Children on the Autism Spectrum

Morgan Patterson | Alex Imre

W&L University

Advisor(s): Megan Fulcher, PhD

Neurotypical children learn about fairness through observation and imitation of chosen models' acts of fairness and social reciprocity. However, children with autism do not pay as much attention to the behavior of other individuals and therefore do not learn about social behaviors, such as fairness and social reciprocity, in the same fashion that their neurotypical peers do. Preschool-level children with and without autism will be repeatedly exposed to social stories and puppet interactions that explicitly model acts of fairness and social reciprocity. It is hypothesized that this intervention will both increase instances of fair behavior and decrease instances of unfair behavior in both groups, however, it is also hypothesized that the intervention will result in a larger effect within the autism group compared to the neurotypical group. After data has been collected, the average percentage of fair and unfair behaviors exhibited during the pre-assessment period as well as the average percentage of fair and unfair behaviors exhibited during the post-assessment period will be calculated for each individual child. These two values will be compared using a paired sample t-test that will establish whether there is a significant difference between the two values. The average difference in fair and unfair behaviors in the pre-assessment and post-assessment periods for the autism group will then be compared against that of the neurotypical group using a two-sample t-test that will establish whether there is a significant difference in the effect of the intervention between the two groups.

Keywords: autism spectrum disorder, fairness, social reciprocity, intervention, puppet

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 1 Barker / Patterson

Qualitative Interviews to Inform a Mobile Anxiety Intervention for a University Community

Emily Leventhal

University of Virginia

Advisor(s): Bethany Teachman, PhD

Mental health concerns are increasingly prevalent among university populations. Mobile health (mHealth) interventions offer low-cost care to a large population without requiring in-person treatment, making them excellent candidates for addressing this crisis. MindTrails is an existing intervention that uses Cognitive Bias Modification for Interpretations (CBM-I) to change anxious thinking patterns. Here, we describe the analysis of qualitative interviews used to inform the development of Hoos Think Calmly (HTC), a mobile adaptation of MindTrails tailored to reduce anxiety among undergraduates, graduate students, faculty, and staff in a university setting. The aim of this paper was to explore the preferences, experiences, and opinions of university members to inform the design and implementation of HTC and identify features of mHealth interventions that university members value. We conducted semi-structured interviews with N=24 leaders of diverse student groups, clinicians with expertise in university populations, and potential users. The themes identified in the interviews were Satisfaction and Reward, Accessibility, Rationale, Personalization, Time and Number of Sessions, and Customization of Reminders. This study demonstrates the feasibility and importance of including stakeholders in the development and adaptation of mHealth interventions. The planned 6-week pilot study will further assess user satisfaction with the application and identify remaining elements that may improve user experience.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 2 Leventhal / McGuinn

Detecting emotion in young adult suicide attempt survivors' text messages with family, friends, and significant others

Bailey McGuinn

University of Virginia

Advisor(s): Bethany Teachman, PhD | Ilana Ladis, MA

Strong interpersonal relationships are crucial for young adults' socio-emotional functioning and can buffer against adverse mental health outcomes. The present study examined how the emotional tone of young adult suicide attempt survivors' personal text messages vary based on the relationship partner (i.e., family members, friends, or significant others). Understanding to whom young adults communicate emotionally is valuable in that it may reflect which relationships are characterized by a greater level of emotional intimacy and disclosure. It was hypothesized that young adults would exchange more text messages containing words classified as negative emotion, anxiety, and sadness with friends and significant others, relative to family. Participants were young adults (N = 26; M age = 20.89; SD age = 2.53) with a history of non-lethal suicide attempt(s). Linguistic Inquiry Word Count (LIWC) was used to label the text messages (N = 414,032). Multilevel models were run to test all hypotheses. As hypothesized, the likelihood of a text containing negative emotion, anxiety, or sadness-related words was greater when participants were texting friends (ORs > 1.66; ps < .001) and significant others (ORs > 1.60; ps < .001), compared to when they were texting family members. This study is the first, to our knowledge, to provide objective evidence that young adults communicate more negative emotions with peers, relative to family members, in the context of personal text messages. These findings underscore the need to consider peer relationship communication when conceptualizing risk for suicide or other mental health difficulties.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 2 Leventhal / McGuinn

Associations Between ADHD and Helping Behavior in Children and Adults: Exploring the Role of Context

Georgia L. Clore

University of Virginia

Advisor(s): Jessica Stern, PhD

Attention-Deficit/Hyperactivity Disorder (ADHD) involves difficulties in maintaining attention and/or the presence of hyperactive-impulsive behavior in everyday life. ADHD may disturb individuals' ability to successfully navigate their social world and may specifically impact one's ability to engage in helping behavior in situations where attending to others' needs is costly. In two experiments, I investigate whether ADHD is related to helping behavior in children and young adults while manipulating situational costs to determine if the link between ADHD and helping differs in low- vs. high-cost contexts. In Study 1, 33 children (aged 4-8 years) played a game with an experimenter where the experimenter dropped game pieces either before the game began (low-cost condition) or in the middle of the child's turn (high-cost condition); children's helping behavior in response to the experimenter was recorded. Parents reported on ADHD symptoms exhibited by their child. In Study 2, 394 undergraduate students (aged 17 and older) completed questionnaires assessing ADHD symptoms and helping attitudes, and then read a vignette wherein an individual needed help in either a low-cost or high-cost scenario. Participants' helping was coded from their written responses to the vignettes. ADHD was unrelated to helping behavior in both children and adults. In Study 2, adults showed significantly less helping in situations involving higher cost. ADHD symptoms did not interact with low- or high-cost contexts to predict helping behavior in either study. Findings shed light on the role of ADHD in predicting helping behavior in different contexts and provide a better understanding of the developmental components of ADHD and prosocial behavior.
Keywords: helping, ADHD, child development, prosocial behavior, context

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 3 Clore / Lee

The Effect of Psychoeducation on College Students' Mental Health

Justine Lee

University of Virginia

Advisor(s): Jessica Stern, PhD | Shannon Savell, MA

Mental health problems in college students have been exacerbated by isolation, remote learning, and uncertainty about the future during COVID-19. Students who have not previously dealt with mental health concerns are now finding themselves struggling, with no idea how to reach out for support. The present study tests a potential scalable intervention to improve students' mental health. This intervention was specifically targeted towards the population of college students living through the pandemic to teach them about using clinical psychology principles in everyday life to reduce levels of stress and anxiety. Rates of psychological distress (e.g., perceived ability to cope, feeling overwhelmed by difficulties in life, academic distress, feeling depressed) were measured through Qualtrics surveys at the beginning, middle, and end of the intervention. In a sample of racially and ethnically diverse undergraduates from a highly selective research university (N=66), we found that at a follow-up assessment, students in the intervention group had lower levels of academic distress and more positive perceptions regarding reaching out for mental health support than students in the control group. We also found that both students in the intervention and control group had clinically elevated depressive symptoms, which points to the need for greater mental health support on college campuses. Teaching students about mental health in an academic setting may be one way to decrease levels of stress and stigma related to mental illness at highly competitive institutions.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 3 Clore / Lee

The relationship between sleep health and habituation of the cardiovascular response to mental stress

Chelsea Adotey | David Honig | Sophia Roche | Tiwaniya Tyler | Logan Robinson

W&L University

Advisor(s): Ryan Brindle, PhD

Sleep is an essential biological function that aids in the maintenance of mental and physical well-being. Poor sleep health (e.g., duration, quality, etc.) is a major public health concern. While research has examined the relationship between sleep and cardiovascular stress reactivity, less is known about the relationship between sleep health and habituation of the cardiovascular stress response. Habituation is an adaptive response to repeated stress, in which reactivity decreases over time as a result of repeated exposure. It was hypothesized that individuals with greater sleep health would exhibit more habituation to repeated mental stress. Participants (N=102, M=20.85 years, 70.5% female) completed a sleep health questionnaire that measured aspects of sleep including duration, timing, regularity, satisfaction, efficiency, and alertness. Heart rate (HR), systolic (SBP), and diastolic (DBP) blood pressure were recorded during two sequential 9min socially evaluative mental arithmetic stress tasks in a single laboratory session. HR, $F(3,279)=101.91, p<.001$, SBP, $F(3,174)=21.70, p<.001$, and DBP, $F(3,174)=6.22, p<.001$, each significantly increased in response to both stress tasks and significant habituation was observed in response to the second stress exposure. However, sleep health did not significantly predict habituation of the cardiovascular stress response (all $p >.074$). Self-reported sleep health does not have a significant impact on habituation of the cardiovascular stress response.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 4 Adotey / Honig

The Relationship between Mental Stress and Cardiac Timing in Individuals with Anxiety Symptoms

David Honig | Chelsea Adotey | Tiwaniya Tyler | Logan Robinson | Sofia Roche

W&L University

Advisor(s): Ryan Brindle, PhD

Anxiety is characterized as a physiological state that occurs in response to a perception of threat. Recent research has shown that perceptions of threat are enhanced during cardiac systole, as opposed to diastole. The current study hypothesized that individuals with anxiety symptoms would experience a greater increase in time spent in systole from a baseline to stress than individuals without anxiety symptoms. Participants completed the Hospital Anxiety and Depression Scale (HADS) after being attached to electrocardiography (ECG) for heart rate (HR) monitoring. Participants completed a baseline period and socially evaluative mental, arithmetic stress phase while HR was measured continuously. Time spent in systole and diastole was derived from the EKG signal. Results showed there was a statistically significant increase in the mean total time spent in systole from baseline (159.56 (22.45)s) to stress (181.73 (26.01)s), $F(3, 255)$, $p < 0.001$. However, no correlation was shown between increased time spent in systole during stress and anxiety ($r = 0.338$, $p = 0.286$). These findings confirm that the body reacts to stress by spending an increased amount of time in systole.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 4 Adotey / Honig

The Relationship Between Childhood Attachment and Adolescent Depression

Haley Howard

University of Virginia

Advisor(s): Eric Turkheimer, PhD

The quality of attachment to a primary caregiver has emotional and behavioral implications throughout the lifespan. In particular, previous research has found secure attachment to be a factor that promotes resilience, while insecure attachment may be a risk factor. The present study aimed to investigate whether children who received an insecure attachment rating during early childhood would score higher during adolescence on the CESD, a measure of depression. Data on participants in the Louisville Twin Study who received both a modified version of the strange situation as well as the PNBQ (N=150) was analyzed. CESD scores were extracted from corresponding questions on the PNBQ. Contrary to our hypothesis, insecurely attached adolescents did not differ significantly from securely attached adolescents with regards to CESD scores.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 5 Howard / Ponnapalli

Correlation Between Birthweight of Twins and their Physical and Cognitive Development

Medha Ponnapalli

University of Virginia

Advisor(s): Eric Turkheimer, PhD

In past literature, twins typically have lower birthweights compared to population means and these birthweights lead to cognitive deficits and slower physical development. These deficits can also be correlated to differences in socioeconomic status and gender. However, most twins are able to catch up to population means in a few years. Regression models were fitted using data from the Louisville Twin Study, involving 51.51% female and 48.49% male, predominantly white twins. These models predicted cognitive ability and physical growth using Bayley Motor Development and Bayley Mental Development scores from weights of twins at 6 to 24 months of age. Analyses include within and between pair differences to study the genetic versus environmental factors that influence twin development. When controlling for socioeconomic status, gestational age, and maternal age, the results suggested that birthweight predicts cognitive development for up to 2 years. Within pair associations were not significant but between pair differences were significant, suggesting that there is a strong genetic component that affects physical and cognitive development, and their subsequent catch up growth, of twins.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 5 Howard / Ponnapalli

Primary Caregivers' Barriers to Participating in Research

Srinidhi Ananth | Lisa Abe

New York University

Advisor(s): Natalie Brito, PhD

In developmental and neuroscience research, many studies are designed to understand disparities of, and differences in, child outcomes among children across different socioeconomic classes. To carry out these studies, researchers must successfully recruit subjects from varying backgrounds. However, a common challenge faced by researchers is recruiting and retaining participants from lower resourced and minority populations. This results in developmental and neuroscience research to be heavily dominated by white, educated, industrialized, rich and democratic (WEIRD) populations. There are several barriers that prevent people from lower socioeconomic backgrounds from participating in research studies that have not been adequately addressed. Examples of these barriers include lack of financial support, child care, transportation, and knowledge regarding the study, and therefore, a hesitance to partake in it. Additionally, the emergence of the COVID-19 pandemic has disproportionately affected lower resourced minorities, presenting new barriers to participating in remote research studies which have not been studied over the past year.

Thus, our research question asks what the most prevalent barriers, exacerbated by COVID-19, that primary caregivers' face when participating in research studies. Due to the many limitations that are not addressed by studies, this project is designed to understand the multitude of barriers that primary caregivers of infants or young children encounter when engaging in research studies. We anticipate that generating data regarding the most prevalent barriers caregivers encounter will help us design a future study to uncover efficient solutions that mitigate these barriers, and promote inclusivity and accessibility among New York City residents.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 6 Ananth / Rollins

Evaluation of Character Building Framework: EL Education: Do Students Respect the Differences of Their Peers?

Hannah Rollins

University of Virginia

Advisor(s): Sara Rimm-Kaufman, PhD

Positive peer culture in schools has been shown to affect the well-being and academic achievement of students. Students of color are especially impacted by the peer culture of schools due to the persistent normalization of white culture in the United States public school system. However, little research exists on how students view and define peer culture, especially in regard to peers respecting each other's differences. Since many schools have recently implemented models or frameworks that focus on creating a positive peer culture, we conducted a qualitative study with the aim to get more insight into how students define peer respect. Using data from 31 sixth grade student participants across six schools (With Peer Culture Frame = 3, Without Peer Culture Frame = 3) we then used Charmaz's constructivist grounded theory to thematically code. Coding indicated that the majority of students (n=20) did feel respected for their differences by their peers. However, their explanation for why varied greatly. A small majority indicated that they feel respected if their peers didn't acknowledge their differences while other students indicated that respecting differences was just a rule they had to follow. These findings suggest that this population of students viewed differences in a negative light and not acknowledging them was a way to respect their peers. These findings are concurrent with the acknowledged trend of "colorblindness" in the United States school system.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 6 Ananth / Rollins

Political Orientation Influences Perceptions of Others During COVID-19: An Application of Moral Foundations Theory

**Maria Gabriela Spinelli | Isabella Bethke |
Rose Degenshein | Ashley M Hernandez**

Saint Mary's College of California

Advisor(s): Paul Zarnoth, PhD

State governments mandated stay-at-home (SAH) policies in 2020 to prevent the spread of COVID-19. This research used Moral Foundations Theory (Graham et al., 2018) to explore how individuals perceive others based on SAH opinions and political orientation. 101 students completed the Moral Foundations Questionnaire (MFQ). They read a fictional scenario about a Democratic or Republican governor who either created or removed a SAH policy. Then participants filled out the MFQ as they expected the governor would, evaluated the governor using a modified Reysen Likeability Scale, and stated their own opinions regarding SAH policies and political views.

We hypothesized participants would perceive the moral system of a politician to be similar to their own if their political orientations align. We wondered what makes individuals like a politician and believe the politician has a moral system similar to their own: similarity in opinions about SAH policies or political orientation.
We found that if the politician had a political orientation similar to participants, then the participants liked them more ($\beta = .313$, $p < .001$). Moreover, liking a politician was strongly correlated with participants assuming the politician had similar moral values to their own ($\beta = .354$, $p < .001$). However, we found that a governor and participant's opinions on SAH policies did not significantly impact perceptions of moral similarity ($\beta = .168$, $p > .05$). These results suggest political labels, instead of specific policy stances, have a significant impact on how we perceive and form opinions on politicians' morality.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 7 Spinelli

Racial Differences Among Undergraduate Help-Seeking Behaviors and Attitudes Toward On-Campus Mental Health Services

Javaneh Brown | Katana Evans | Kate Harris

W&L University

Advisor(s): Megan Fulcher, PhD

U.S. college students underutilize professional mental health services due to a number of factors, including perceived stigma for seeking help and hesitancy of its effectiveness. Self-stigma and perceived stigmatization from others surrounding mental health issues for racial and ethnic minority (REM) students, including Black, African American, Asian American, and Latine/a/o American, significantly compound psychological distress, especially at Predominately White Institutions (PWIs). The current study used a mixed method between-subjects research design to compare undergraduate students' help-seeking attitudes and behaviors between student racial groups (REM x White) regarding university counseling at a PWI in the Southeast U.S. through an anonymous online survey and focus groups. REM students were predicted to report differences in university-provided mental health service utilization and perceived effectiveness compared to their White counterparts. Student responses (N = 169) were collected using an online Qualtrics survey on individual counseling experiences and sociodemographic variables (class year, race, ethnicity, gender, cultural beliefs, self-identification as a racial minority). Survey participants were recruited to participate in mini focus groups (4-6 students) to collect qualitative data discussing factors promoting or hindering help-seeking behaviors and attitudes and the role of racial and ethnic identity. Results from the current study may be used to improve university counseling services at this particular PWI.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 8 Brown / Gu

Understanding the Perception of Racial/Ethnic Joking in Young Adults

Janet Gu

New York University

Advisor(s): Selcuk R. Sirin, PhD

As a response to the recent rise in racial hate crimes, political movements such as "Stop AAPI hate" and "Black lives matter" have urged more public attention to subtle forms of racial discrimination such as racial/ethnic joking. Racial/ethnic joking is a form of intentional humorous disparagement that builds on one's ethnically/racially unique traits. Despite its high prevalence in the daily lives of racial/ethnic minorities, research on racial/ethnic joking is scant. Therefore, the aim of this study is to understand how young adults of racial/ethnic minorities perceive racial/ethnic joking. 15 NYU undergraduate students (Asian, Black & Latinx) were recruited to participate in three racially stratified focus groups that asked about their experiences and perceptions on racial/ethnic joking. Thematic analyses using grounded theory approach (Strauss & Corbin, 1994) indicate that the perception of their experiences vary by contextual factors (e.g., race, intention, proximity). There are also mixed results on the purpose of racial/ethnic joking, including resisting and perpetuating against White dominant ideology, reclaiming racial/ethnic identity, raising racial awareness and using jokes as a protective mechanism. Furthermore, some themes also indicate negative mental health outcomes in relation to being targeted long term for racial/ethnic jokes, such as dual-consciousness, emotional detachment and feelings of invalidation regarding self perceived racial/ethnic identity. Results and future directions will be discussed on how racial/ethnic joking could help minority youth learn about and develop their racial identities.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 8 Brown / Gu

Perceived Differences Affect Institutional Belonging More Than Actual Differences

Tiffany S. Ha | Sareena Chadha

University of Virginia

Advisor(s): Adrienne Wood, PhD

Undergraduate students often feel incongruous in university life and question if they belong. Institutional belonging measures if students feel they belong at their academic institution. Previous research on institutional belonging found ties to academic retention, grade point averages, perceived stress, and life satisfaction. However, there is little understanding on how student's endorsements of social norms that are specific to their institution may impact institutional belonging, or if a student's perceived difference matters when compared to actual difference. Students (N = 1017) reported how much they and a hypothetical "average student" endorsed university-specific social norms and subscribed to various values. Participants also reported their own Primal World Beliefs, which reveal their interpretation of the world's overall character, and sense of institutional belonging. While actual norm-based, general values, and Primal World Belief similarities had no statistically significant effect on institutional belonging, perceived norm-based and general value similarities had statistically significant effects on institutional belonging. In other words, feeling different from your perceived average matters more to institutional belonging than actually being different. Additionally, this study conducted exploratory analyses of how demographic information may impact these similarity variables, and performed post-hoc tests to explore group differences within the demographic groups of interest.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 9 Ha / Melly

Assumed Confidentiality in Self-Disclosure

Sophie Melly

University of Virginia

Advisor(s): Adrienne Wood, PhD | Shelly Tsang, MA

When one person is sharing personal or emotionally intense information with another, do the sharer and the listener agree on if the information should be kept private, or if it's acceptable for the listener to pass it on? Research has documented the prevalence of secondary sharing after discussions with close others. However, studies have not yet investigated if sharers' expectations of confidentiality are violated during this secondary passing on of information. We used survey methods to assess if there is a difference between sharer and listener ideas of confidentiality for the same hypothetical situations. We hypothesized that sharers would find the information to be more confidential than listeners would, and that listeners would pass the information on to more people than sharers anticipated. Participants (N=386) were randomly assigned to either the sharer or the listener condition, and read through 20 vignettes with slight language differences depending on their role (ex: "Your friend tells you they are upset about…" vs. "You tell your friend you are upset about…"). After reading through each scenario, participants answered questions gauging participants' opinions on whether the listener would pass the information on and on the confidentiality of each hypothetical scenario. Contrary to our hypothesis, the results indicate that sharers find the information less confidential than listeners do, that sharers find it more acceptable for listeners to pass on the information than listeners think, and that sharers anticipate the information being passed on to more people than listeners anticipate.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 9 Ha / Melly

The Effect of Recipient Race on 4- and 5-Year-Old Children's Sharing Behaviors

SooYun Byeon

University of Virginia

Advisor(s): Tobias Grossmann, PhD

Humans are extremely cooperative beings and act in ways that benefit others from a young age. Across development, children become better at sharing resources with others, valuing equal distributions, and prefer outcomes that favor "ingroup" members. By age 5, children prefer sharing with a same-race recipient more than an other-race recipient. However, little research has been done to explore non-White children's sharing preferences with same-and other-race recipients, as well as the effect of racial diversity and socialization in their everyday environments. Since the social construct of race produces unique experiences for different social groups, and since increased exposure to other-race individuals alters how we perceive faces and can even reduce implicit bias, we conducted an online study. All child participants completed a dictator game, where they were asked to divide three balloons between two hypothetical recipients of varying races/ethnicities (Asian, White, Black, and Hispanic). Parents of the child participants were asked to complete questionnaires that measured the amount of cultural socialization in the household, exposure to different-race others, and parent opinions of prejudice in America. This study provides insights into the development of cooperation during early childhood, how it is affected by the social category of race, and how it may be further modulated by our context and personal experience. Identifying potential predictors of the development of racial bias in children's prosocial behaviors, such as exposure to diversity and socialization from caregivers, has implications for aiding the advancement of social justice and equity.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 10 Byeon/ Monroe-Mohajerin

Assessing the Impact of an Infant Sleep Schedule on Neural Noise and Cognitive Milestone Emergence

Madison M Monroe-Mohajerin

University of Virginia

Advisor(s): Meghan Puglia, PhD

Implementing sleep schedules for infants has declined in popularity, but research has yet to assess the implications of infant variable sleep on cognitive development and brain activity. Impairments in cognitive function are related to high levels of neural variability, and mothers with increased behavioral unpredictability have infants with poorer cognitive outcomes (González-Villar et al. 2017; Davis et al. 2017). This suggests a lack of sleep schedule may lead to poorer infant cognitive performance through an increase in infant neural variability.

This research aims to determine if the lack of regular sleep schedules in the first 4 months of life is associated with neural variability and the emergence of cognitive milestones in early development. Babies that do not have an established sleep schedule are expected to have a higher level of neural variability than babies that do have a sleep schedule, and a delay in cognitive milestone emergence.

Participants were 122 four-month-old infants. Using parental reports, 41 participants reported no established sleep schedule, and 81 reported an established sleep schedule. Infant milestones were assessed via the Infant Developmental Checklist, and neural variability was computed as multiscale entropy in the delta frequency band during awake EEG.

This study aims to identify and describe a quantifiable biomarker related to sleep and cognitive development. Understanding sleep schedule impact on cognitive and developmental outcomes can lead to the development of sleep interventions to promote healthy infant development.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 10 Byeon/ Monroe-Mohajerin

Specialization and Its Discontent: Job Specialization Decreases Curiosity and Psychological Richness

Marina Albuquerque

University of Virginia

Advisor(s): Shigehiro Oishi, PhD

What are the psychological consequences of division of labor (DOL) – the separation of tasks to specialize individuals? We examined how specializing individual tasks (i.e., DOL) influences psychological richness and curiosity. Psychological richness is an aspect of well-being, characterized by experiencing interest, curiosity, and surprises from engaging in novel and complex experiences. To test the causal effects of DOL on richness and curiosity, we used two different experimental paradigms. In Study 1A and 1B, we used a scenario paradigm where UVa students were led to imagine a future job with either a high or low DOL. Dependent variables were different: Study 1A directly measured psychological richness; Study 1B used a test of curiosity where participants could choose to wait for the answer to trivia questions. In Study 2A and 2B, we used a virtual-task paradigm where participants worked in a virtual motorcycle building simulation. Participants either assembled only wheels (high DOL) or the entire motorcycle (low DOL). Dependent variables were the same questionnaire on richness and - curiosity test. For all studies, we hypothesized that participants in the specialized condition would report less psychological richness and curiosity than those in the job non-specialization condition. Bayesian independent samples t-tests showed that the obtained results were far more consistent with our hypothesis than the alternative hypothesis (Study 1A: $BF_{10} = 432.34$; Study 1B: $BF_{10} = 6.37$; Study 2A: $BF_{10} = 2.78$; Study 2B: $BF_{10} = 2.19$). These findings show that high DOL may decrease individuals' experiences of psychological richness.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 11 Albuquerque/ Ross / Seitov

Examining Liking and Respect Gaps in Intergroup and Same-Group Interactions

William Ross

University of Virginia

Advisor(s): Sophie Trawalter, PhD | Teju Ogungbadero, BA

Previous work finds that people systematically underestimate how much conversation partners like them following a conversation. This is known as the liking gap. We examine whether the liking gap is larger for intergroup rather than same-group interactions, and we explore whether a similar gap exists for respect; that is, whether people systematically underestimate how much conversation partners respect them following a conversation and whether this gap is also larger for intergroup rather than same-group interactions. Participants had one-on-one conversations over Zoom for 5-20 minutes. They then answered questions about how much they liked and respected their conversation partner, and how much they thought their conversation partner liked and respected them. Of note, some participants had same-group interactions and others had intergroup interactions, across lines of gender, race, social class, and/or political affiliation. Results revealed that participants systematically underestimated how much their partner liked and respected them. In other words, they experienced liking and respect gaps. These gaps, however, were not moderated by interaction type (same-group or intergroup) and/or participants' social identities. Furthermore, exploratory analyses revealed that participants' liking and respect gaps were negatively correlated to partners' liking and respect gaps. These findings are important because they suggest that liking and respect gaps might be functional; these gaps might motivate people to behave in friendly and respectful ways that, in turn, alleviate liking and respect-related concerns for one's conversation partners.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 11 Albuquerque/ Ross / Seitov

Why Meeting New People is Good: Effects of Social Network Expansion on Psychological Richness

Arsen Seitov

University of Virginia

Advisor(s): Shigehiro Oishi, PhD | Youngjae Cha, BA

Who contributes to a good life, new encounters or old friends? Psychological richness is a newly proposed aspect of a good life, characterized by a variety of novel and exciting experiences. Through previous studies focused on the benefits of a stable social network on a happy and meaningful life, the current study examined the causal effects of social network expansion on psychological richness in everyday life. 295 UVa students were randomly assigned to one of three conditions: (1) expansion condition, (2) reconnection condition, (3) control condition. Over the 2-week period, participants in the expansion condition were asked to meet new people every day. Participants in the reconnection condition were asked to reconnect with old friends from high school or middle school that they have lost touch with. All participants were asked to fill out a daily diary survey and completed pre- and post-test questionnaires on well-being and psychological richness. Participants who expanded their social networks reported higher levels of psychological richness during the 2-week period compared to participants that reconnected with old friends. We also found that social network expansion resulted in higher satisfaction with life compared to reconnection with old friends. We further discuss the robustness of the results and their implications. This study explored expansion of social networks as one of the possible causes of a psychologically rich life.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 11 Albuquerque/ Ross / Seitov

Exploring the Effect of Different Emotional Conversation Topics on Nonverbal Synchrony

Anna Canning | Deanna See | Honor Stick | Maggie Young

University of Virginia

Advisor(s): M. Joseph Meyer, PhD

Rigid head movements, such as head nods and turns, have been implicated as an important aspect of nonverbal communication. Moreover, greater synchrony in nonverbal elements of communication between two conversation partners has been linked to greater rapport and social bonding. (Tickle-Degnen & Rosenthal, 1990; Ramseyer & Tschacher, 2014) The current study aims to uncover whether conversation topic, operationally defined as an emotional framework that participants were instructed to speak on, modulates the correlation between the velocity of outer facial coordinates—representative of rigid head movements— of two members of a dyad. Based on existing literature, it is hypothesized that conversation topics that are positive, such as happy and surprised, will produce greater rigid head movement synchrony compared to those with more negative topics, such as disappointed and sad. (Tschacher et al., 2014)

Fifteen-second video clips were isolated from the 2-minute conversations for analysis; only clips in which all facial elements were clearly in view were selected. Using the Menpo Project technology, avatars were constructed that tracked specific coordinates of the participants' faces. For this study, coordinates that mapped onto the outline of the face were subsetted, and generalized local linear approximation of derivatives were calculated for these points; then, root mean squared amplitudes for these values were obtained. Finally, the covariance between the facial outline coordinates of speaker and listener were calculated using multigroup structural equal modeling, and post-hoc tests were performed to identify group differences. The surprised condition showed significantly greater synchrony between speaker and listener movements.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 12 Canning / G.Liu

Differences in Emotive Language using IRT modeling and Sentiment Analysis

**Gina Liu | Isha Kumar | Asiah Richardson |
Isabelle Sajonia | Jiayi Niu | LiChen Dong**

University of Virginia

Advisor(s): M. Joseph Meyer, PhD | Karen Schmidt, PhD

Sentiment Analysis uses a piece of text to determine the subjective information within the writing piece. It can be used to provide better customer satisfaction and gain an overview of the wider public opinion in social media. Our research focuses on the speech and text from eight topic conversations between pairs of groups. We seek to answer whether individuals who use words that express positive emotions more often when conversing with strangers. We will use Item Response Theory (IRT) to predict the emotion performance from these paired groups. Using previously collected data from the Human Dynamics Lab, we analyzed a collection of conversations between at least six participants in three separate pairs that formed a dyadic conversation. Participants were randomly paired UVA undergraduates and were prompted to share a personal story based on randomly assigned topic discussions (i.e. disappointment, happiness, sadness, surprise). After transcribing the conversations, an IRT model was used to acquire subject emotion and sentiment ratings based on the parsing of transcriptions every three seconds. These ratings were itemized based on a binary dichotomous scoring using the Rasch model (Rasch, 1960) within the eRm package (RStudio) and the NRC lexicon, which provided eight emotions and two sentiments. We expect that a positive sentiment along the emotions of joy, trust, and anticipation will be expressed more often. These predictive results imply that positive emotions are used more often than negative emotions in conversations with strangers. This ranking provides insight into social interactions between strangers, and how emotion is conveyed through language.

Poster Session: 12:30-1:30 pm
Zoom Breakout Room: 12 Canning / G.Liu

Oral Presentations
1:45-3:15 PM

Identifying pathways between caregiver experiences of discrimination and adolescent disruptive behaviors

Mihret Niguse

University of Virginia

Advisor(s): Jazmin Brown-Iannuzzi, PhD

Experiences of racial and socioeconomic (SES) based discrimination are related to increased psychological distress for adults and children (Carter et al., 2017). Research has found that parents' experiences of discrimination are directly related to their children's emotional and behavior problems (Anderson et al., 2015; Savell et al., 2018); however, the pathways by which these variables are related have been understudied. The current study explored whether caregivers' experiences of racial and SES discrimination in their children's middle childhood (i.e., age 7.5-9.5) predicted adolescent self-reported disruptive behaviors as well as possible pathways (e.g., caregiver depressive symptoms and positive parenting practices) by which these two variables were associated. Using a large (N=572), longitudinal sample of low-income families from diverse racial backgrounds, we found that higher levels of caregiver experiences of discrimination at child age 7.5-9.5 predicted higher levels of self-reported disruptive behaviors at age 16. Further, higher levels of caregiver experiences of discrimination in their children's middle childhood predicted higher levels of caregiver depressive symptoms at child age 10.5, which then predicted lower levels of caregiver endorsement of positive parenting practices at child age 14.5, which predicted higher levels of adolescent self-reported disruptive behaviors at age 16. The findings highlight the need to dismantle systems of oppression that permit discrimination and the need for culturally informed interventions designed to alleviate depressive symptoms for caregivers experiencing discrimination to help buffer declines in positive parenting strategies known to increase risk for adolescent disruptive behavior.

Oral Presentation: Afternoon Session, 1:45-3:15 pm, 1st speaker

The Effects of Biased Lineups on Strong and Weak Face Recognizers

Lauren Kelso

University of Virginia

Advisor(s): Chad Dodson, PhD

Law enforcement should use fair lineup practices in order to minimize the likelihood that an innocent suspect is wrongfully convicted. In reality, however, this is much harder and less common than one would expect. In particular, law enforcement can have difficulty creating a fair lineup (i.e., a lineup in which neither the suspect nor any of the filler faces stand out) for many reasons, including the limited number of photos that the police have at their disposal to create lineups. The current study examined the effect of biased lineups on eyewitness identification accuracy and confidence. Furthermore, this study looked at whether an eyewitness's facial recognition ability made them more or less susceptible to the detrimental effects of biased lineups. Participants (N=857) viewed six photos of suspects and then, after a delay, they attempted to pick them out from six lineups that varied in the degree of lineup bias.There were four different levels of lineup bias that systematically varied the number of biased filler faces (i.e., faces that distinctly did not resemble the suspect) from a fair lineup (no biased fillers) condition to a maximally biased lineup condition which contained five biased filler faces. After viewing the lineups, participants completed a measure of their face recognition ability, the Cambridge Face Memory Test (CFMT). Preliminary analyses show (a) worse identification accuracy with the maximally biased lineup than with either the fair lineup or the minimally or moderately biased lineups and (b) better identification accuracy by stronger than weaker face recognizers.

Oral Presentation: Afternoon Session, 1:45-3:15 pm, 2nd speaker

Grief & Social Media following the Dissolution of a Romantic Relationship

Molly Gonenne

University of Virginia

Advisor(s): Robert Emery, PhD

While the path to healing from a grief-inducing experience is not identical for every individual, there are factors known to impact the length and intensity of the grieving process. However, little is known about the effects of social media on grief for romantic relationships, despite its increasingly widespread use. Should you avoid and block an ex, or continually check their new life by virtually stalking them? We investigated whether increased social media engagement with a former romantic partner affects the level of grief experienced for those with recent relationship dissolution. Participants (N=53, Detoxification=18, Desensitization =16, Control=19) were randomly assigned and respectively asked either to detox from their previous partner's social media, to desensitize themselves with their previous partner's social media for 5 minutes daily, or were simply reminded they had an upcoming survey for 4 weeks. All participants completed pre and post-test surveys analyzing levels of grief and social media usage. Preliminary results revealed that those who detoxed from their previous partner's social media experienced lower levels of grief at Time 2 than they originally reported at the beginning of the study, and had the lowest overall levels of grief. However, those in the desensitize condition also reported lower levels of grief at Time 2, and decreased on average at a much greater rate than the detox condition. These findings suggest that while the amount one engages with a previous romantic partner's social media may not matter, the intentionality behind the interactions could have an effect on the grieving process.

Oral Presentation: Afternoon Session, 1:45-3:15 pm, 3rd speaker

The Scarr-Rowe Interaction at Wave I & III in National Longitudinal Study of Adolescent to Adult Health

LiChen Dong

University of Virginia

Advisor(s): Eric Turkheimer, PhD

Past research has generated heritability estimates of intelligence around 50-70%, but direct genetic pathways to intelligence have been complicated by various forms of gene-environment interplay. One example is the Scarr-Rowe interaction, in which genetic contributions to mental ability are larger in more advantaged socioeconomic contexts. However, the evidence for this hypothesis is mixed when studied in different regions and different ages, and few studies have tested the hypothesis longitudinally. The present study seeks to replicate the Scarr-Rowe effect with three SES indicators (parental education, familial income, and peer academic environment) in siblings followed longitudinally from adolescence to early adulthood in the National Longitudinal Study of Adolescent to Adult Health (Add Health). The Add Health Picture Vocabulary Test is used to estimate verbal intelligence; SES indicators were derived from in-home interview responses and school information. Instead of the traditional Cholesky model, the current study adapted the Modified Twin Correlation Model (MTCM) for univariate and longitudinal bivariate sibling analysis, thereby avoiding methodological issues that might compromise detection of the Scarr-Rowe effect. Results indicated statistically significant moderation effects by parental education and peer academic environment on sibling pair correlations of verbal intelligence scores, whereas familial income showed no effect. Specifically, higher ratings in parental education and peer academic environment were associated with increased additive genetic variance and decreased shared environmental variance in verbal IQ. We discuss the utility of the MTCM model in behavioral genetic research, the validity of the Scarr-Rowe interaction, and the role of academic environment in gene-environment interplay for intelligence.

Oral Presentation: Afternoon Session, 1:45-3:15 pm, 4th speaker

Keynote Speaker
3:30-4:45 PM

Stephen Linn Chew

Professor of Psychology, Samford University

Student Trust in the Teacher: A Critical but Overlooked Variable for Student Success