

31<sup>ST</sup> ANNUAL  
**JOSEPH R. ROYCE**  
**PSYCHOLOGY CONFERENCE**  
MARCH 23 & 24, 2017      ECHA L1-190

THURSDAY, MARCH 23 | 3:30 – 5:30 PM

**Opening Address**

Dr. Lloyd “Chip” Taylor, Citadel, the Military College of S. Carolina

**Undergraduate Research Showcase & Reception**

FRIDAY, MARCH 24 | 8:45 AM – 5:30 PM

**Keynote Address**

Dr. Tony Volk, Brock University

**Invited Internal Address**

Dr. Nancy Galambos

**Invited Symposium: Outliers as Information**

Chaired by Dr. Elena Nicoladis

**Scientific Café**

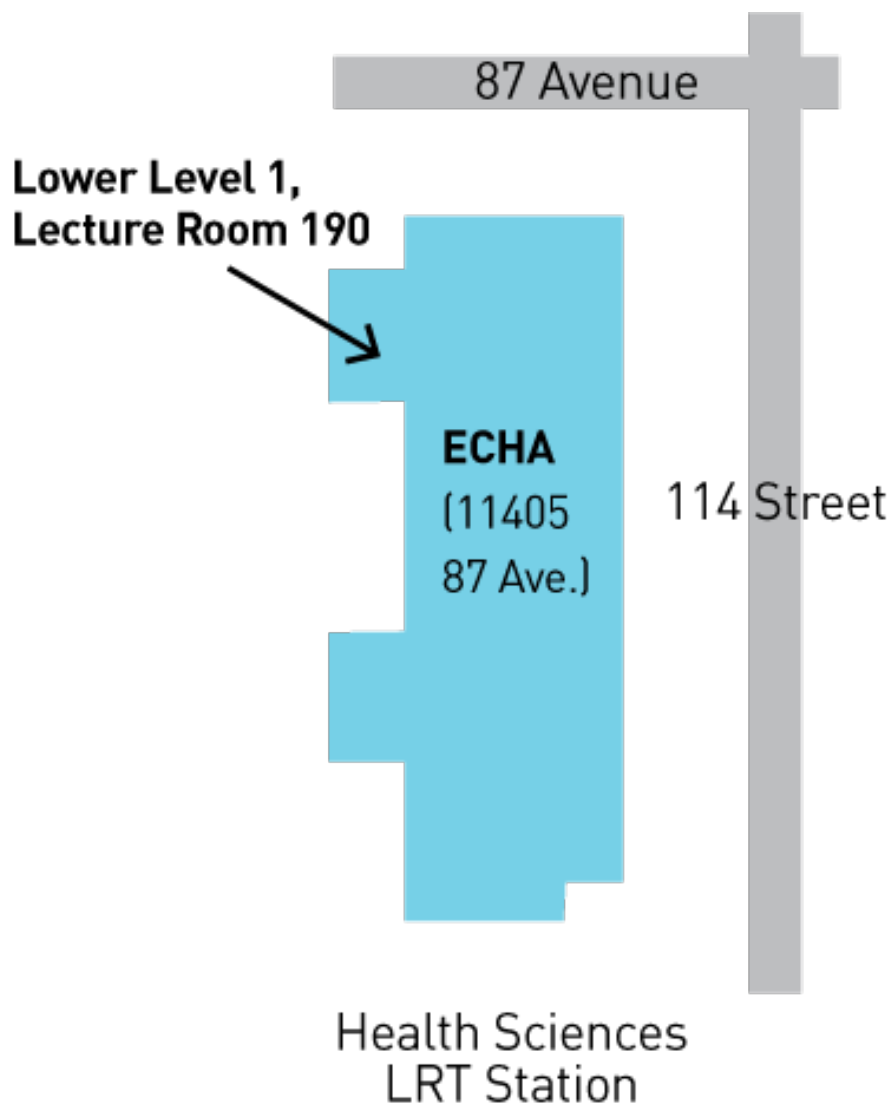


## VENUE

The street address for the Edmonton Clinic Health Academy (ECHA) is 11405 - 87 avenue NW.

The nearest LRT station is Health Sciences/Jubilee.

**ECHA L1-190** is a lecture room on the lower level, closest to the north entrance.



## SCHEDULE IN BRIEF

### THURSDAY, MARCH 23

- 2:30 PM** ▶ Undergraduate Poster Setup & Preview
- 3:30 PM** ▶ OPENING ADDRESS  
Dr. Lloyd “Chip” Taylor
- 4:30 PM** ▶ UNDERGRADUATE RESEARCH SHOWCASE

### FRIDAY, MARCH 24

- 8:00 AM** ▶ Poster Setup & Coffee
- 8:45 AM** ▶ Welcome & Introduction
- 9:00 AM** ▶ INVITED INTERNAL ADDRESS  
Dr. Nancy Galambos
- 9:30 AM** ▶ ORAL PRESENTATIONS Session 1
- 10:30 AM** ▶ POSTER PRESENTATIONS & Coffee
- 11:00 AM** ▶ ORAL PRESENTATIONS Session 2
- 11:45 AM** ▶ POSTER PRESENTATIONS & Lunch
- 12:45 PM** ▶ SCIENTIFIC CAFE
- 2:00 PM** ▶ INVITED SYMPOSIUM: Outliers as Information  
Chair: Dr. Elena Nicoladis
- 3:30 PM** ▶ POSTER PRESENTATIONS & Coffee
- 3:45 PM** ▶ KEYNOTE ADDRESS  
Dr. Tony Volk

## OPENING ADDRESS

### **Knowledge and Resilience as Protective Factors for Bullying and Ostracism among Children and Adolescents with ADHD**



**Dr. Lloyd "Chip" Taylor**  
Psychology, Citadel: The Military College of S. Carolina

This talk will review ADHD in the context of childhood development, social and environmental demands, and family systems, discuss current medical approach in USA for treatment and diagnosis and discuss impact of ADHD on bullying and ostracism.

Dr. Taylor is currently a Fulbright Canada-Palix Foundation Distinguished Research Chair for 2016-2017.

## KEYNOTE ADDRESS

### **Bullying: A Multidisciplinary Viewpoint**



**Dr. Tony Volk**  
Child and Youth Studies, Brock University

Humans have evolved large brains to deal with complex social problems. It is therefore not surprising that bullying is a persistent, complex social problem that has proven challenging to understand. In order to try and study this complex problem I have adopted a multidisciplinary approach that involves evolutionary, cross-cultural, social, and developmental perspectives. I will discuss the value of a multidisciplinary perspective along with the results that I have obtained by combining different disciplinary tools and perspectives.

## INVITED INTERNAL ADDRESS

### Highlights from the Edmonton Transitions Study: The Long and Short of It



The Edmonton Transitions Study tracked a sample of Class of 1985 high school graduates for 25 years. This presentation will provide an overview of select findings at the intersection of mental health, family, and work, illustrating the value of longitudinal research for understanding developmental pathways from late adolescence to midlife.

**Dr. Nancy Galambos**  
Department of Psychology, University of Alberta

## INVITED SYMPOSIUM

### Outliers as Information

Have you ever been annoyed by that nasty data point seventeen standard deviations away from the mean? And then realized that actually that outlier was telling you something important?

## Undergraduate Research Showcase

**P1 Self-Regulation Development in Early Childhood**

*A. McIvor*

**P2 Peer Victimization and Peer Acceptance in Early Childhood**

*D. Linkiewicz*

**P3 Rejecting People-First Language: Predictors and Causes of the Use of Noun-Based Mental Disorder Labels**

*D. J. Krzyzanowski*

**P4 Associations between physical activity, effortful control, and response inhibition in early childhood**

*L. Hood*

**P5 The Effect of Language Mindsets on Language Anxiety in Immigrants and International Students Interacting with English-speaking European Canadians**

*B. Ongaro*

**P6 Parental Discipline, Parent-Child Attachment, and Child Internalizing Problems**

*N. Lei*

**P7 Parent Discipline and Emotional Regulation in Early Childhood**

*S. Poirier*

**P8 Keep your co-nationals close, but your host-nationals closer: comparing cases of language confidence among study abroad students**

*S. Suresh*

**P9 An investigation of the word-imageability effects on association-memory-related ERPs**

*H. Warawa*

**P10 Cognition in Real-World Contexts: The P2 in Visually Complex Environments**

*T. K. McLean*

**P11 Sex-related differences in the acoustics of the chick-a-dee calls of the black-capped chickadee (*Parus atricapillus*): Somatic influences**

*R. Q. Gastrock*

**P12 The effect of English proficiency and interaction on Chinese immigrants' identities in Canada**

*Q. Xue & Z. Zeng*

**P13 A time and place for everything: Longevity of massed and spaced training regimes using the**

**Morris water maze**

*Nguyen, S. L.*

**P14 Multimodal and spectral degradation effects on speech and emotion recognition**

*C. Ritter*

**P15 Incremental mindsets influence non-native English speakers' willingness to communicate in English**

*B. Park*

**P16 School climate and adolescent internalizing problems**

*T. J. L. Pidner*

**P17 The Influence of School Climate on Cyber Victimization and Cyber Aggression**

*K. J. Gordon*

**P18 Information and Resources; Culture and Community Supervision**

*W. I. Glaseman*

**P19 Black-capped chickadee behavioural responses to mammalian and avian predators of varying threat levels**

*A. M. M. Skurdal*

**P20 Friendship Quality, Peer Aggression, and Aggressive Social-Cognitions in Children**

*B. Sereda*

**P21 Getting schooled in relationships: Examining changes in ITRs and conflict styles before and after an interpersonal relationships class**

*L. J. Brunner*

**P22 A review of measurement issues in HIV-associated neurocognitive disorders**

*D. Nielsen*

**P23 Gestures Can Indicate Language Dominance Before a Child Begins to Speak**

*J. Gonzalez*

**P24 Influence of rehabilitation duration on behavioural recovery and hematoma volume after intracerebral hemorrhage**

*L. J. Liddle*

**P25 Alexithymia and Eye-tracking of Visual Attention to Ambiguous Emotional Faces**

*M. Mohamud & G. Sidhu*

**P26 The Road to Mobile and Affordable EEG Experimentation**

*G. D. Splinter*

**P27 Security values bridge anti-muslim views for Americans with a southern identity**

*S. Keats*

**P28 Subjective Cognitive Decline in Non-Demented Aging: Exploring Multidimensionality, Group Differences, Longitudinal Changes**

*S. X. Fu*

**P29 Beyond vocabulary: Bilingual preschoolers creatively compensate for unknown words on narrative tasks**

*E. N. Iwaniuk*

**P30 Effect of linguistic factors on the processing speed of pseudo-compound words**

*A. Sidhu & L. Weshah*

**P31 Enhancing International Students' Experiences through Community Engagement**

*E.R. Worman*

**P32 Limitations of Imitation**

*A. Besoi*

**P33 Candy Crush addiction - measurement and scale improvement**

*A. Porthukaran*

**P34 Science Internship Program: Minecraft in the Classroom**

*E. Berglund*

**P35 Investigating blood-brain barrier hyperpermeability after experimental intracerebral hemorrhage**

*C. M. Wilkinson*

**P36 Portrayal of ASD in Canadian Media: A Framing Analysis**

*S. Chiu*

**P37 Children's Internalizing Problems and Teacher-Child Relationship Quality: The Role of Classroom Emotional Support**

*S. Markandu*

**P38 Generating music by predicting notes from Bach's Inventions**

*J. Han*

**P39 The Influence of Yoga on Emotion Regulation Development in Children**

*L. Hood & K. Yamada*

**P40 Case Management Strategies for Sex Offenders in Community Corrections: Focus on Risk-Need-Responsivity and Good Lives Models**

*K. Kobasiuk*

**P41 Generational and Cultural-Ideological associations with Bicultural Identity Orientations**

*L. Edmondstone*

**P42 Do early childhood learning programs that integrate emergent curriculum and philosophy (such as the Reggio Emilia approach) enhance children's prosocial behaviors in kindergarten?**

*C. Clarke*

**P43 Examining the relations between parenting styles and response inhibition: the moderating effect of gender**

*A. Rajaram*



**P44 Judgment of Relative Recency: An ERP Analysis**

*A. Wattoo*

**P45 The effect of stereotype threat on undergraduate males' sense of belonging and language aptitude**

*S. Tahir*

**P46 Alexithymia impairs speeded emotional face recognition: Role of eye movements**

*E. Stolz & M. Napierala*

**P47 Does teacher-child relationship quality mediate the association between externalizing problems and school engagement?**

*D. Feng*

**P48 Peer Sociability, Peer Communication and School Engagement in Preschool**

*R. Gibson*

## **Main Poster Session**

**P49 Effect of hyperoxia on resting state oscillatory states in humans**

*S. A. D. Kizuk*

**P50 Processing Metaphoric and Literal Language**

*T. Robinson*

**P51 The relationship between eye-movement patterns in RAN and text reading in university students with and without dyslexia**

*K.-L. Turgeon*

**P52 A Work in Progress: Graduate Students' Understanding of Professional Identity**

*A. Dam, A. Flanagan, M. Khan, E. Li, D. Mattson, L. Nadon, & V. Oslie*

**P53 Neurocognitive Impairment Profiles in HIV infection**

*D. Gomez*

**P54 Prolongation of Estimated Cultural Longevity After Mortality Salience**

*A. Scott*

**P55 Identifying Cognitive Differences Following Exposure to Nature or Urban Scenes**

*J. W. P. Kuziek*

**P56 The influence of varying D note number and duty cycle on ZENK expression in black-capped chickadees (*Poecile atricapillus*)**

*B. C. Schuldhaus*

**P57 The ecological cocktail party: Measuring brain activity while filtering out background noise**

*J. E. M. Scanlon*

**P58 Impact of care recipient cognitive status on perceptions of conflicts during care**

*R. E. Runac*

**P59 Family size and positioning are predictors of semantic transparency**

*G. Lee, B. Rubio, & B. Sereda*

**P60 Parental influences on executive functions in early childhood: Differential effects of harsh and sensitive parenting**

*D.M. Vrantsidis*

**P61 Exploring performance, structure, and de/differentiation in executive functions across an 80-year band of adulthood**

*H. S. Caballero*

**P62 Using Clinical Markers and Measures to Distinguish Typically Developing and Language Impaired Bilingual Children**

*K. Farooq*

**P63 No jittering with Latte Panda: Comparing EEG data collection methods on the road to mobilization**

*E. Redman*

**P64 Attentional Differences in the Presence of Cigarette Cues among Smokers, Ex-smokers, and Non-smokers**

*D. Robles*

**P65 Multilingual language learners' motivation towards learning English and Turkish**

*A. Dincer*

**P66 Parenting Practices and Children's Behavioural Self-Regulation in Preschool**

*K. Burke*

**P67 L2 Motivation, L2 Anxiety and L2 Selves: A Quantitative Study**

*Marta del Pozo Beamud*

# ORAL PRESENTATIONS

## 9:30 AM ► Oral Session 1

**T1 Differences between female and male university students in growth mindset**

*M. Cutumisu*

**T2 Habenular Asymmetry - a MRI study**

*B. G. Cioceanu*

**T3 Role of the nonapeptides, arginine vasotocin and isotocin, in social behaviour of male *Pelvicachromis pulcher***

*J. Hoang*

**T4 Teacher-child relationship quality and children's internalizing problems across preschool**

*B. Zatto*

## 11:00 AM ► Oral Session 2

**T5 Challenging stereotypes of math giftedness and math disability in students with Autism Spectrum Disorder**

*H. M. Brown*

**T6 Female choice for alternative male morphs in the *kribensis* cichlid**

*N. B. Brandwein*

**T7 Personality variations in stress coping style after developmental stress**

*B. V. Hope*

## 12:45 PM - 1:45 PM

C1 Room: L1-220

**A neural marker of visual expertise for ECGs and Chest X-rays.**

Liam Rourke

C2 Room: L1-220

**PIQ/VIQ Discrepancies as Correlated with Personality Disorders**

Noemi LoPinto

C3 Room: L1-140

**Incremental Theories of Depression Predict Greater Endorsement of Psychotherapies**

Karlen R. Hutlet

C4 Room: L1-140

**Une langue moins masculine: Effects of masculinity threat on learning French**

J. W. Katz

C5 Room: L1-140

**Attending to the eyes does not help alexithymics decipher facial emotions**

Alex K. MacRae-Korobkov

C6 Room: L1-150

**Does Classroom Climate Buffer the Associations between Peer Victimization and Internalizing Problems?**

John, S.

C7 Room: L1-150

**Do Children Actually Think Dogs Are Animals? A Comparison of Child and Adult Responses on a Semantic Fluency Task.**

R.L. Enns

C8 Room: L1-150

**Do exogenous oscillations in brain activity influence perception?**

Sheldon SS.

C9 Room: L1-150

**A review of best practices for the treatment of children aged 0-6 years with complex social-emotional developmental needs.**

V. Oslie

**2:00 PM ▶ Outliers as Information**

Chaired by **Dr. Elena Nicoladis**

**S1** *J.K. Brinker. Outliers in psychotherapy outcome research*

**S2** *Chris Westbury. Extreme abstraction: How outliers on two other dimensions cast abstract/concrete word access effects into doubt*

**S3** *C.A. Nadeau. Variability in intracerebral hemorrhage research*

**S4** *C. Piatt. From Emerging to Expert Number-Line Estimation: How Two Outliers Led to New Theoretical and Empirical Approaches of Number-Line Estimation*

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