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April 8th, 2025

Location: Science Teaching Complex (STC)

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ACKNOWLEDGEMENTS

Thank you for joining us for our annual departmental Psychology Discovery Conference! This year is particularly special, as we received our largest number of submissions yet with 90 submissions! A huge thank you to those who contributed their research and those who volunteered their time to review abstracts and judge posters. We also have nearly 200 participants across the University of Waterloo community registered to attend, including undergraduate and graduate students, postdoctoral fellows, faculty, staff, and more.

Thank you to the Psychology Department, the Graduate Student Endowment Fund (GSEF), and the Canadian Psychological Association (CPA) for their generous financial contributions and continued support for this conference. We would also like to thank the Graduate Student Association for Students in Psychology (GASP) for their support during the planning and execution of this conference, and for their continued support of graduate students in Psychology.

A huge thank you to our keynote speaker, Dr. Julian A. Scheffer, as well as our graduate student Lunch and Learn hosts from Women in Cognitive Science Canada (WiCSC+), for sharing their insights, advice, and time. A special thank you to Dr. Katherine White for providing endless support, guidance, and encouragement as we brought this conference to life, and to Dr. Evan Risko for his judging expertise. Finally, a huge thank you to all our presenters and attendees for making this conference a success!

PDC 2025 Organizing Committee

Here's to **DISCOVERY!**



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SCHEDULE OF EVENTS

Check-in will take place in the STC lower atrium beginning at 9:00am

TIME	EVENT	LOCATION
9:30am – 10:30am	Morning Poster Session	STC lower atrium
10:30am – 11:00am	COFFEE BREAK	STC lower atrium
11:00am – 12:00pm	Keynote Speaker	STC 0020
12:00pm – 1:30pm	LUNCH	STC 0010
	WiCSC+ Lunch and Learn	STC 0040
1:30pm – 3:00pm	Talk Session	STC 0020
3:00pm – 4:00pm	Afternoon Poster Session	STC lower atrium

The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg, and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within the Office of Indigenous Relations.

KEYNOTE SPEAKER

Dr. Julian A. Scheffer

Assistant Professor, Western University



Is Empathy Too Difficult? Exploring the Challenges of Taking on Others' Experiences

Interpersonal emotional processes like empathy and compassion often associate with and motivate prosocial behaviour. However, according to motivated emotions frameworks, people may be more or less likely to approach these processes depending on whether they perceive more rewards or costs with them. Though empathy is widely recommended in the public sphere, critical considerations remain about whether people want to experience it, whether it is sustainable across challenging interpersonal and intergroup contexts, and whether people desire it from others. I will cover insights regarding whether people want to experience empathy and compassion for others, the challenges of empathy for dementia caregivers, and whether evoking bystanders' empathy to address social injustices is sustainable.

WiCSC+ LUNCH AND LEARN

During the lunch & learn, WiCSC+ trainees Sophia Tran and Julianna Salvatierra will discuss tips for attending conferences and networking in graduate school. Don't miss out on this opportunity to learn, connect, and grow!



TALK SESSION

1:30pm – 1:47pm

Conceal or disclose? How equity-deserving students manage identity in co-operative education.

Soumya Garg*, David Drewery, & Anne-Marie Fannon

Co-operative education (co-op) is an increasingly popular postsecondary educational model across the globe, and more diverse students participate in co-op each year. Yet, students from traditionally marginalized groups (e.g., students with disabilities, racialized students, LGBTQ+ students) often face complex identity management decisions in co-op, diminishing the quality of their experiences. This study explored how equity-deserving students navigate identity disclosure and concealment during their co-op job searches and workplace experiences. A thematic analysis of semi-structured interviews (N = 36) revealed that students employ different identity management strategies based on workplace climate, perceived risk, and prior experiences. Many participants concealed their identities to secure employment, avoid discrimination, and conform to workplace norms. Others disclosed selectively to align with their self-concept and foster authenticity. Identity concealment was often linked to increased stress, emotional labor, and social disconnection, ultimately detracting from the learning potential of co-op. Disclosure led to either positive or negative outcomes, depending on the workplace's perceived inclusivity, the reactions of colleagues and supervisors, and the availability of institutional support. Participants emphasized the need for institutions to collaborate with employers to enhance workplace inclusivity. Recommendations included improving job advertisement transparency, offering cultural safety training for supervisors, and fostering meaningful student-employer interactions. These findings contribute to psychological research on equity and inclusion in the workplace and higher education, specifically on how institutions can improve work-integrated learning experiences for future professionals.

Presenter: Soumya Garg, (s57garg@uwaterloo.ca; she/her)

1:48pm – 2:05pm

Adolescent communication in online games: How context and player characteristics shape behaviour

Kristen Gallant*, Moneka Esa, & Liz Nilsen

As online communication becomes more widespread, researchers have begun to consider these online spaces as unique social contexts (Mittman et al., 2022; Nesi et al., 2018). In the modern day, these contexts are considered key to the maintenance of friendships in adolescence (Mittman et al., 2022) despite contradictory research around how online communication impacts real world peer relationships (Birgisson et al., 2024; Gomez-Baya et al., 2018). As over 85% of adolescents play video games, 89% of which play in multiplayer contexts, this age group is of particular interest when considering communication in this online environment (PEW Research Group, 2024). Relative to the study of adolescent social media use, the world of online gaming remains relatively unexplored as a social context. While some contextual features in games like competition and violence have been linked to aggressive behaviours (Dowsett & Jackson, 2019), key aspects of communication including mode (text/verbal) and partner (teammate/opponent) remain unexplored. Moreover, there may be key individual differences that affect social interactions during games (Towner et al., 2023). This presentation will outline a currently running study that uses video game vignettes to simulate the online gaming experience and the communication that occurs within it. Participants' (adolescents aged 15-19) responses to these simulated game interactions are coded for prosociality or aggression. The study provides insight into how contextual differences in mode of communication and partner as well as how adolescent characteristics, such as emotion regulation and reflective functioning, influence the tone of older adolescents' communication during online games.

Presenter: Kristen Gallant (k6gallan@uwaterloo.ca; she/her)

2:06pm – 2:23pm

A meta-analytic review of the Think/No-Think paradigm: Examining the effects of retrieval suppression on implicit memory measures

Justine Yick*, Jedidiah Whitridge, Chris Clark, Kevin van Schie, Michael C. Anderson, & Jonathan Fawcett

Studies have shown that suppressing the retrieval of unwanted memories diminishes the likelihood of recalling these same memories later on. This phenomenon is known as suppression-induced forgetting. Suppression-induced forgetting has been extensively measured using the Think/No-Think (TNT) paradigm. In this task, participants repeatedly attempt to suppress memories associated with learned reminders before undergoing a final cued-recall test. However, the ecological validity of these final cued-recall tests has been debated. This is because in day-to-day life, individuals rarely attempt to explicitly recall their unwanted memories shortly after suppressing them. As such, it may be more applicable to measure whether retrieval suppression can reduce the impact of unwanted memories without informing participants that their memory is being tested. In line with this goal, a small subset of TNT studies has investigated suppression-induced forgetting using implicit memory measures, such as reaction time in perceptual and conceptual priming tasks. We conducted a meta-analysis on these TNT studies to determine whether suppression-induced forgetting still shows an overall effect across these implicit memory measures. Across 34 effect sizes from 11 studies, we found an overall effect of retrieval suppression on implicit rates of forgetting. These preliminary results not only support the ecological validity of retrieval suppression but also suggest that suppression-induced forgetting may impact cognitive processes beyond those involved with conscious episodic memory.

Presenter: Justine Yick (jyick@uwaterloo.ca, she/her)

2:24pm – 2:41pm

Anxiety traits modulate attention under social evaluation: An ERP study

Zora Chen* & Roxane J. Itier

Our attention to the surrounding environment is influenced by personality traits and social pressures. General and social anxiety traits play important roles in modulating attention under evaluative conditions. In this study, we examined how anxiety traits and sensitivity to social evaluation impact attention, measured using the N1 event-related potential (ERP) component. Participants performed an arrow flanker task in two sequential phases: alone first, then while being evaluated by the researcher (social evaluative condition). Preliminary data (N = 52) showed a reduced N1 amplitude in the evaluative compared to the alone condition. Anxiety traits did not modulate N1 amplitude, suggesting that the amplitude reduction reflects diminished effort rather than an anxiety-related response to evaluation. Behaviourally, participants were faster and more accurate in the evaluative compared to the alone condition, likely due to practice effects. Importantly, general anxiety traits attenuated this improvement: higher anxiety traits were associated with smaller gains in error trial response times and error rates. This finding suggests that individuals with elevated general anxiety performed worse on practiced tasks under social evaluation, committing more errors with longer response times. In contrast, social anxiety showed no behavioural associations, highlighting the unique role of general anxiety in shaping responses to social evaluation. With continued data collection, the study will further examine how behavioural, trait-level, and electrophysiological indices reflect anxiety-related sensitivity to social evaluation and its specific effects on attention.

Presenter: Zora Chen (z439chen@uwaterloo.ca, she/her)

2:42pm – 3:00pm

Effects of L2 reading experience on predictive processing of spoken idioms

Sean P. McCarron* & Kate Nation

Purpose: Evidence for predictive processing in second language (L2) speakers is limited. In this study, we asked whether print exposure (PE, i.e. reading experience) is associated with anticipatory processing of idiomatic phrases in L2.

Method: Using web-based eye-tracking, L1 and L2 English participants (both n=50) heard idiomatic and literal sentences, then selected images representing their intended meanings. On literal trials, target images were concrete representations of words used in the initial clause. On idiomatic trials, these same images were used as foils (distractors), and the target images represented figurative meanings. In addition to selection accuracy, we measured anticipatory looks-to-targets using eye gaze counts in windows prior to critical words which revealed each sentence's meaning. PE was assessed using an Author Recognition Test (ART) and an Author Fluency Task (AFT). Language proficiency (LexTALE) was also measured.

Results: PE positively predicted image selection accuracy for all trials, explaining unique variance beyond language proficiency. Additionally, PE predicted increased anticipatory target preference for idiomatic sentences in both samples. However, we observed a dissociation between the two PE measures, finding AFT more highly correlated with predictive processing for L2 speakers compared to ART, and the reverse in L1.

Conclusions: PE is associated with predictive processing of idiomatic language, both in L1 and L2. However, PE measures vary in terms of predictions across language groups. Higher correlations with AFT over ART in L2 may reflect the increased importance of personal reading for acquiring formulaic language, as opposed to general cultural knowledge.

Presenter: Sean P. McCarron
(sean.mccarron@uwaterloo.ca, he/him)

Morning Poster Session

CLINICAL

Protection against social pain: Using positive memory recall to counter the effects of blundering and exclusion

Allison Scharf*, Jennifer Graham, & David Moscovitch
(ascharf@uwaterloo.ca; she/her)

Social pain can have detrimental impacts for those with high levels of social anxiety (SA), intensifying feelings of shame, embarrassment, anxiety, and other cognitive influences. The present study will investigate whether positive self-relevant autobiographical memories can be used to protect against the negative effects of recalling a social blunder and being excluded, key sources of social pain. A sample of 300 undergraduate students will be randomized to one of three conditions: a positive self-relevant autobiographical memory condition, a positive other-focused memory condition, and a control condition. Each participant will then complete two outcome tasks in counterbalanced order, including (a) recalling a memory of a social blunder and (b) being excluded in an online ball-tossing game of Cyberball. Using validated psychological scales, we will examine whether the negative impacts of the blunder task and exclusion task differ between the three conditions and/or depend on participants' levels of trait SA. Using ANOVAs to analyze our data, we expect to see that the positive self-focused autobiographical condition reduces the negative effects of blundering and exclusion the most compared to the other conditions but that these benefits will be less pronounced for those with high levels of trait SA. This study aims to develop a deeper understanding of the nuances of using positive self-relevant autobiographical memory recall to mitigate the consequences of socially painful events, even for those who struggle with higher levels of trait SA.

A comparison of self-compassion levels between South Asian and White Canadians

Emma T. Mukkadan*, Giselle E. Kraus, & Allison C. Kelly
(emukkada@uwaterloo.ca; she/her)

Background: Despite South Asians encompassing only 7% of the Canadian population, they experience higher rates of mental illnesses than White

Canadians (Naeem et al., 2024). Self-compassion is a well-established protective factor against psychological disturbances (Neff, 2003) but it remains unknown whether South Asian Canadians have the same tendencies and openness to self-compassion as White Canadians. Objectives: The present study sought to compare South Asian and White Canadians in their level of self-compassion and fear of self-compassion. Drawing on research suggesting that the racism South Asians experience instills a drive for competition, I tested the hypothesis that South Asian Canadians would have lower levels of self-compassion and higher fears of self-compassion than White Canadians given that a competitive orientation is thought to undermine self-compassion (Gilbert, 2000). Methods: Participants (N=3,354) were South Asian (n=1,350) and White (n=2,004) UW undergraduate students who had completed the SONA pre-screen and mass testing surveys. Results: Independent samples t-tests offered mixed support for hypotheses: South Asians reported higher fear of self-compassion than White participants and higher self-compassion. An exploratory mediation analysis found that the positive relationship between being South Asian and self-compassion may be weakened by the tendency for South Asian students to exhibit a more competitive orientation, as measured by vertical individualism, than White students. Conclusions: South Asian students displayed both more resistance to self-compassion and higher self-compassion than White students. Future research should investigate this paradox and further probe the influence of South Asian's competitive orientation on these variables.

Exploring gender differences in expectations and experiences in a self-compassion exercise

Hayden Azim Wong*, Jenessa Shaw, & Allison Kelly
(hazimwon@uwaterloo.ca; he/him)

Self-compassion has garnered increased research attention in recent years, as its benefits for overall well-being have been established. In this study, we hypothesized that due to socialized differences in the acceptability of emotions and self-compassion between men and women, there would be gender differences in participant expectations and experiences with a self-compassion exercise. To test our hypotheses, we used secondary data from a completed study of 86 community adults (50 women, 36 men), in which participants were told

about self-compassion before being guided to cultivate self-compassion toward a source of personal distress via a writing exercise. After learning the exercise involved cultivating self-compassion, but before completing it, participants completed quantitative measures to assess openness to and beliefs about the exercise and predicted distress. After completing the exercise, participants completed measures assessing their soothing affect, engagement with self-compassion, and their level of endorsement of and discomfort with the task. They also completed a behavioural measure assessing acceptability of the exercise; and responded to an open-ended question about their experiences with the exercise. Data were analyzed with both quantitative and qualitative methods. T-tests revealed no significant gender differences on most variables assessing perceptions and experiences with the self-compassion exercise. Overall, both genders had similarly positive and helpful expectations and experiences with the exercise, with a few exceptions: Men found the exercise to be more novel at a trend level, while women predicted that they would experience more distress than men and reported experiencing more distress than men at a trend level.

“If only I hadn’t said that...”: The nature and function of counterfactual thinking in social anxiety

Jennifer Graham* & David A. Moscovitch
(j38graha@uwaterloo.ca; she/her)

Episodic upward counterfactual thoughts (uCFTs) can influence our memory processing and self-perceptions. Although negative self-perceptions are central to high trait social anxiety (SA), limited research has explored the relationship between uCFTs and trait SA. Guided by attribution theory, we examined the uCFTs individuals generated about a personal negative social experience to determine whether those with higher trait SA focused on more stable causal factors than those with lower trait SA. Prolific participants (N = 168) completed an online survey in which they recalled and wrote about a negative social experience, generated an uCFT, and then completed various self-report measures. Contrary to our hypotheses, the results revealed that trait SA was unrelated to whether participants’ uCFTs focused on more stable (e.g., personality traits, abilities) versus unstable (e.g., effort, temporary

actions) causal factors, regardless of whether stability was measured through self-reports or researcher coding of uCFT content. However, greater perceived likelihood of recurrence of the negative event (a measure theoretically related to stability) was significantly associated with greater trait SA. Additionally, moderation analyses revealed that uCFTs emphasizing external causal factors (e.g., others’ behaviour, social dynamics) predicted stronger negative self-schemas only among those with higher trait SA, suggesting that this attributional feature in uCFTs may have particularly negative consequences on self-perception for such individuals. These findings enhance our understanding of the relationship between counterfactual thinking and trait SA, highlighting the role of attribution patterns in shaping emotional and cognitive processes.

The impact of childhood maltreatment and sexual abuse on physical intimacy and emotional avoidance: Exploring physical touch and relational well-being

Kethmi Egodage*, Uzma Rehman, & Noémie Bigras
(kegodage@uwaterloo.ca; she/her)

Does childhood trauma and abuse affect a person’s ability to physically connect with their loved ones as an adult? To answer this question, our study examined how childhood maltreatment and abuse (CMA) experiences impact individuals’ intimate functioning in their romantic relationships. Specifically, how CMA impacts emotional avoidance through a fear of experiencing positive emotion (FOP) and how that, in turn, affects capacities for physical touch in relationships. The present study consisted of 172 participants (110 cisgendered women), all who were currently in long-term relationships for at least one year and recruited from prolific. Participants completed standardized measures of CMA, affective control, and physical touch anxiety. Simple and parallel mediation analyses were run, and results found that not only did FOP partially mediate the relationship between CMA and physical touch anxiety, but that FOP was the only significant mediator when compared to fears of other emotions (i.e. anger, sadness, and anxiety). This meant that individuals with CMA histories are likely to experience physical touch anxiety in their relationships and that this effect seems to be primarily explained by a fear they have

of experiencing positive emotions. These results provide a novel perspective on trauma by highlighting the importance of positive emotional avoidance in normative relationship contexts.

Online mental health: An analysis of the benefits and risks of self-diagnosis in the modern age

Maaz Ghias*

(mghias@uwaterloo.ca; he/him)

Since the invention of the internet, the widespread availability of mental health information has enabled individuals to easily search for and compare symptoms of mental disorders to what they're experiencing to arrive at a self-diagnosis (Naslund et al., 2020). The most common sources for self-diagnosing mental health conditions online include social media, mental health applications (Larsen et al., 2019), and AI-based chatbots (Supra Wimbarti et al., 2024). As self-diagnosis becomes increasingly prevalent, this literature review examines its underlying causes, prevalence, and the associated benefits and risks identified in psychological research. While the research shows social media can provide emotional validation and community support (Gowen, 2013), it poses significant risks due to the wealth of misinformation and the influence of online perceptions of mental health (Giles & Newbold, 2010; Starvaggi et al., 2023). Additionally, widely used mental health applications for diagnosis make unsubstantiated claims about their accuracy (Larsen et al., 2019), and AI-based tools, despite their potential for preliminary examination for the process of a diagnosis, lack the critical expertise of mental health professionals necessary for accurate assessment and diagnosis (You & Gui, 2021; Supra Wimbarti et al., 2024). As technology continues to evolve, future research should further investigate the psychological impact of online self-diagnosis, and strategies should be developed to mitigate misinformation, and improve the reliability and ethical use of such digital mental health tools.

Intervening with momentary self-criticism with single-session cognitive and compassion-focused online interventions

Michelle A. Korlacka* and Allison Kelly
(makorlac@uwaterloo.ca; she/her)

Self-criticism is a risk factor for many mental health challenges characterized by self-attacking and negative affect (e.g., Veilleux et al., 2023; Werner et

al., 2019). To address the momentary self-critical thoughts and negative affect experienced by individuals susceptible to self-criticism, cognitive interventions promote the development of more balanced thinking whereas compassion-focused therapy (CFT) interventions prioritize developing inner care and warmth to promote soothed physiological feelings (Gilbert, 2009; Greenberger & Padesky, 1995). While both approaches have benefits, no research has compared their effectiveness for momentary self-criticism and negative affect. Addressing this gap, we hypothesized that: H1) both interventions would cause greater reductions in a) state self-criticism and b) negative affect than a control condition; H2) the compassion-based intervention would outperform the cognitive intervention via increased soothing affect. Undergraduates (N=577) recalled a source of self-criticism and were assigned to a cognitively-focused, compassion-focused, or distraction-based control intervention. When testing H1a, results revealed that pre-intervention state self-criticism moderated the effects of condition on post-intervention state self-criticism, with the relative benefits of the two active interventions versus the control being more pronounced at higher pre-intervention levels of state self-criticism. Supporting H1b, an ANCOVA revealed main effect of condition on post-intervention negative affect controlling for pre-intervention negative affect, with the two active intervention resulted in greater decreases in negative affect than the control. Contrary to H2, there were no differences between the active interventions via soothing affect. Results suggest that single-session compassion and cognitive interventions are effective ways to intervene with momentary self-criticism and negative affect. NOTE: This poster was previously presented at the 2024 Association for Behavioral and Cognitive Therapies Annual Convention

Paranoia and social anxiety shift appraisals of goal relevance

Yiqiu Wang* & Neil Hester
(y4324wan@uwaterloo.ca; she/her)

When people perceive others, they often appraise whether these others will help or hinder goals such as staying safe or making friends; then, they decide whom to approach or avoid. Recent work has found that appraisals of a target's goal relevance vary independently along dimensions of opportunity and

threat. This two-dimensional structure has been observed across different types of goals, such as self-protection (i.e., staying safe) and affiliation (i.e., making friends). Although this work did not test perceiver effects, appraisals of goal relevance may vary as a function of mental health traits such as paranoia and social anxiety. The present study investigates whether effects of mental health on relevance appraisal vary by (a) dimension and (b) goal type. We recruited 181 participants via Prolific. Participants appraised 10 out of the 30 social targets (e.g., a child, a roommate, a murderer) on their relevance to goals of self-protection and affiliation. Then, they completed paranoia, social, and depression scales and provided demographics. Using multilevel modeling, we found that individuals who scored higher in paranoia traits were more likely to perceive others as threats specifically in the context of self-protection goals. We also found that individuals who scored higher in social anxiety traits were less likely to view others as helpful when pursuing friendships. Our results show that individual differences influence how people appraise goal relevance. Moreover, they suggest that relevance appraisal, a social psychological concept, may have value in clinical settings to inform interventions and improve interpersonal interactions.

COGNITIVE

Trusting the machine: Epistemic trust and anthropomorphism in generative artificial intelligence

Caroline Simpson* & Jonathan Fugelsang
(caroline.simpson@uwaterloo.ca; they/them/she/her)

As artificial intelligence (AI) becomes increasingly prevalent in content creation, understanding how trust in AI-generated information is influenced by its perceived humanness is critical. This study investigates the effect of anthropomorphism on trust of the information generated by generative AI (GenAI) within the context of science communication. We hypothesized that higher levels of anthropo-morphism would be associated with greater trust of the AI-generated content and the AI author. A between-subjects experimental design was employed, where 259 participants were randomly assigned to one of three anthropomorphism conditions. Participants read a description of an AI agent, varying in degree of anthropomorphism by

condition, and a blog post attributed to that agent. Trust in the content and the AI author was measured using questionnaires. Results showed a significant, moderate positive correlation between anthropomorphism and content trust ($r=0.48$, $p < .001$). In contrast, anthropomorphism had a much stronger positive correlation with author trust ($r=0.69$, $p < .001$). The correlations between anthropomorphism and author trust ($r=0.44$, $p < .001$) and anthropomorphism and content trust ($r=0.43$, $p < .001$) were replicated in a follow-up study of 144 participants where participants interacted with the AI author rather than reading a description. Additionally, a positive effect of anthropomorphism was evident on author trust ($t(139.89) = -2.43$, $p = .016$, $d = -0.40$), but not on content trust ($t(141.80) = -1.14$, $p = .256$, $d = -0.19$). These findings suggest that anthropomorphic design influences trust in GenAI as an author and to a lesser extent, trust in the content it produces.

Too good not to be true: Investigating the explanatory and narrative characteristics of conspiracy theories

Chelsea L. Russill*, Jonathan A. Fugelsang, & Derek J. Koehler
(crussill@uwaterloo.ca; she/her)

Conspiracy theories are widespread and consequential explanations for events and phenomena with longstanding repercussions in areas such as public health, politics, and well-being. Existing literature has identified numerous individual differences associated with epistemically suspect beliefs; however, fewer studies have examined the internal characteristics of conspiracy theories that may contribute to their appeal more generally. Research suggests that conspiracy theories contain properties typical of good explanations and compelling narratives; thus, these features may promote favourable reception beyond individual predispositions, and people may also rely upon explanatory and experiential indicators when judging a conspiracy theory. As an initial exploratory investigation, the present study examines whether conspiracy theories are compelling because they function as high-quality explanations or engaging narratives and how these features influence downstream beliefs and behaviour. Participants ($n = 221$) read a conspiracy text and responded to measures assessing explanatory power (i.e.,

explanatory virtues), experiential qualities (i.e., narrative virtues), and conspiracy theory engagement (i.e., information seeking, plausibility, sharing intentions). Preliminary results demonstrate that both factors significantly predict conspiracy theory engagement, although narrative appeal exhibits slightly more influence. Participants with a greater proclivity for conspiratorial ideation were more likely to rate conspiracy theories higher on both metrics. As the first study in a larger program of research, follow-up investigations will manipulate characteristics associated with these two dimensions, broadening this area of research and potentially offering directions for improving information dissemination and corrections strategies.

Arbitrary fairness in reward and punishments:

The replication

Maggie Hardy*, Abby Akinyemi, Maisie Mok, &
Katelyn Stermann

(maamhard@uwaterloo.ca; she/her)

Perceptions of fairness in the distribution of rewards and punishments are central in social and organizational contexts. While previous research has highlighted the role of resource allocation and deservingness in fairness judgments, it remains unclear whether the unit of expression influences these judgments. This study, which replicates Evers et al. (2023), investigates how framing rewards and punishments in monetary terms versus time (e.g., fines in euros versus days of profit) affects fairness perceptions. In the original study, participants judged the fairness of fines imposed on two companies, presenting the fines as either monetary amounts or days of profit. Although both conditions were equivalent in value, participants' fairness judgments varied depending on the unit of expression. This replication mimics the study conducted by Evers et al. (2023) and confirms the original study's findings, contributing to the literature exploring how arbitrary factors like the unit of measurement can influence fairness decisions.

Effect of immediacy and searching on internet spillover confidence

Matthew Yeung*, Megan Kelly, & Evan F. Risko
(m32yeung@uwaterloo.ca; he/him)

Although using the internet to acquire knowledge has become second-nature for many people, there are cognitive consequences of internet interactions.

Indeed, recent research has revealed an internet-induced spillover confidence effect such that finding online information in one domain of knowledge, oddly, inflates confidence in one's own knowledge for an unrelated domain. In the present study, we investigate two proposed explanations of this metacognitive phenomenon immediacy and the act of searching – by examining both their separate and collective effects on spillover confidence. 300 undergraduate psychology students from the University of Waterloo participated in an experiment which manipulated (i) whether access to online information is immediate or delayed and (ii) whether that information is accessed by using a search engine (e.g., Google) or by clicking on a direct link. The results revealed no significant difference in spillover confidence between conditions. Furthermore, this experiment's inability to replicate the internet-induced effect as observed in prior studies suggests that there may be important factors of the experimental paradigm, perhaps previously unaccounted-for, with critical implications on how metacognitive judgments, like confidence, are made amidst internet use.

Interpolated active learning: Does engagement in social interaction during interpolated testing throughout a lecture enhance learning and the lecture experience?

Miranda Chan*, Laura Bianchi, Dahwi Ahn, & Evan F. Risko

(mhc2chan@uwaterloo.ca; she/her)

Throughout the literature, various design aspects of a lecture have been investigated to understand its impact on learning. For instance, interspersing retrieval opportunities at various points throughout a lecture, which is known as interpolated testing, has been found to enhance learning. Active learning, which involves the implementation of activities that require engagement from the learner throughout the lecture, such as participating in group discussions, has also been found to enhance learning. While interpolated testing and active learning independently benefit learning, would incorporating such lecture design aspects in conjunction provide a further enhancement to learning? The current study examined the effect of engaging in social interaction during an interpolated testing paradigm on learning and lecture experience. During a video-recorded lecture, breaks comprised of a learning activity were

interspersed throughout the lecture. During the breaks, the restudy condition was given questions paired with their answers, while the testing condition was tested on the content covered during the previous lecture segment. The social testing condition was given the opportunity to discuss the questions that tested them on the content covered during the previous lecture segment with another participant. A final test that covered the content presented throughout the lecture was completed by all participants. The results showed that an opportunity to actively engage with and retrieve the lectured content does not enhance learning. However, implementing the various learning activities throughout the lecture has a significant impact on various aspects comprising the lecture experience.

Varied approaches to real-life decision-making

Odin Fisher-Skau*, Jonathan Fugelsang, Samuel Johnson, & Derek Koehler
(ofishers@uwaterloo.ca; he/him)

How do we make decisions in everyday life? Numerous competing models of decision-making have been proposed, involving distinct processes and leading to different kinds of outcomes. However, research comparing and evaluating these models is generally limited to relatively finite and controlled contexts. As such, it is unclear whether individuals might enact different kinds of decision-making processes depending on the nature of a particular decision. Thus, the purpose of our inquiry is to explore how individuals tend to make real-life decisions, how their approaches might fit the predictions of existing theoretical frameworks, and how these tendencies might be sensitive to certain aspects of the decisions at hand. Across a series of studies, participants rated a series of life decisions on various attributes and characterized how they would approach these decisions by providing ratings on several decision-making processes they might employ. These process ratings were used to quantify how a given decision-making methodology fits with those of four selected frameworks. Ratings for decision attributes were significant predictors of ratings for decision-making processes, as well as their degree of fit with each of the selected frameworks. Furthermore, the collected ratings for attributes and decision-making processes were found to be related and reducible to a small number

of interpretable factors via principal component analysis. These results indicate that the types of decision-making processes enacted vary largely by certain properties of the decision itself. Our findings present a promising approach to investigating real-life decision-making, and the role of situational factors relative to individual tendencies.

Using conventional framing to offset bias against algorithmic errors

Hamza Tariq*, Jonathan A. Fugelsang, & Derek J. Koehler
(h33tariq@uwaterloo.ca; he/him)

Prior research has shown that people judge algorithmic errors more harshly than identical mistakes made by humans—a bias known as algorithm aversion. We explored this phenomenon across two studies (N = 1199), focusing on the often-overlooked role of conventionality when comparing human versus algorithmic errors by introducing a simple conventionality intervention. Our findings revealed significant algorithm aversion when participants were informed that the decisions described in the experimental scenarios were conventionally made by humans. However, when participants were told that the same decisions were conventionally made by algorithms, the bias was significantly reduced—or even completely offset. This intervention had a particularly strong influence on participants' recommendations of which decision maker should be used in the future—even revealing a bias against human error makers when algorithms were framed as the conventional choice. These results suggest that the existing status quo plays an important role in shaping people's judgments of mistakes in human–algorithm comparisons.

COGNITIVE NEUROSCIENCE

The effects of anticipation on mind-wandering

Adrian Safati* & Daniel Smilek
(absafati@uwaterloo.ca)

Across two experiments (N = 121, 121) we examined whether the anticipation of metacognitive judgments in the form of experience sampling probes of mind-wandering influenced attentional engagement. Participants completed a metronome response task in which they tried to hit the spacebar in sync with a steady metronome tone. To maximize possible anticipatory effects, we implemented a task

condition in which a visually presented timeline explicitly indicated the precise moments when participants would be required to report on their experiences of mind-wandering. We compared this condition to one in which thought probes were presented without any visual cues signaling when they would appear. Results demonstrate that the visual presentation of when experience sampling events would occur produced significant reductions in mind-wandering and decreases in task performance as the probe approached, suggesting that the anticipation of metacognitive judgments pulled mental resources from both mind-wandering and from the task at hand. These findings suggest that the anticipation of metacognitive judgments reallocates cognitive resources, suppressing both mind-wandering and task-related processing. More broadly, these results demonstrate that the anticipation of metacognitive demands can play an active role in the regulation of attentional processes.

Arousal vs. relatedness: Unpacking the emotional enhancement in memory

Brian Kim*, Myra Fernandes, & Katherine White
(bs8kim@uwaterloo.ca; he/him)

Emotional stimuli are often better remembered than neutral ones. Some attribute this advantage to physiological arousal, others to semantic relatedness. Here, participants encoded word lists (unrelated, semantically related, emotional) and completed typed free recall. Latent semantic analysis (Experiment 1) and free association (Experiment 2) norms were used to match relatedness of the emotional words (negative) to the semantic lists. In Experiment 3, emotional lists were mixed-valence, lowering relatedness but keeping arousal high. Across all experiments, related and emotional words were better recalled than unrelated lists. Findings suggest that arousal, not semantic relatedness, explains why memory is better for emotional words.

Emotional prosody priming does not influence the early neural processing of facial expressions

Calla Mueller* & Roxane J. Itier
(c7muelle@uwaterloo.ca; she/they)

Faces and voices are some of the most salient sources of information when it comes to identifying the emotions of others. However, current research rarely considers how information from multiple sensory modalities work together to influence perception.

This study investigated priming effects of emotional prosody (tone of voice) on the time course of the early neural processing of subsequently presented emotional faces using event-related potentials (ERPs). Auditory prosodic stimuli expressing happy, angry, or neutral emotion were presented and immediately followed by a face expressing a congruent or incongruent emotion. Participants were asked to rate each face in each trial on valence and arousal. ERPs were analyzed at all time points and electrodes using data-driven mass univariate statistics. A significant main effect of face emotion was found spanning the N170, P2, and early EPN, and a significant main effect of voice emotion was found from approximately 50-100ms and 300-400ms. Critically, these factors did not interact, suggesting that auditory contextual information has no influence on the early perceptual processing of facial expressions regardless of emotional congruency. Behavioural results also supported this conclusion as prosodic primes significantly influenced ratings of face arousal, but only weakly and inconsistently influenced ratings of valence. These findings contribute to current understandings of cross-modal integration and the perception of facial expressions.

Motivational bases of meaning in life

Jamie Nettinga* & Ian McGregor
(jinetin@uwaterloo.ca; she/her)

The subjective sense of meaning in life powerfully predicts a wide range of well-being and adaptation indices. Over the past 50 years, research on the psychology of meaning has identified diverse phenomena that can predict it, such as idealistic values, nostalgia, love, belongingness, positive affect, efficacy, esteem, hope, power, authoritarianism, collective hate, mental time travel, effort, coherence, purpose, and significance. The present research investigates shared motivational bases that might account for all of these effects, with the guiding hypothesis that lives will feel meaningful to the extent that approach-motivation-related states are activated, i.e., linked to the Goal Activation System (GAS) and anxiety-related-motivational states are muted, i.e., linked to the Goal Inhibition System (GIS; based on the McNaughton & Gray, 2024, theory of GAS and GIS as the joint motivational subsystems that govern enthusiasm vs. malaise). We aggregated data across 8 separate data sets from within-subject

experiments over the past 9 years that had been designed to test this hypothesis (the hypothesis was pre-registered in several of them). In each study, at differing time points, participants had written about phenomena expected to activate BAS and/or attenuate BIS and about phenomena expected to activate BIS and/or attenuate BAS. Results from a mega-analysis across all of these experiments supported the hypothesis that diverse experiences feel meaningful to the extent that they activate GAS and mute GIS. Understanding the basic motivational substrate of meaning in life holds promise for flexible development of interventions to help people experience more meaning in life or to substitute adaptive alternatives for malevolent sources of meaning.

Can computational sentiment analysis classify autobiographical memories? Comparing VADER and TextBlob

Khalil Husein*, Lakshay Goel, Eric Anderson, Ryan Yeung, Marek Stastna, & Myra Fernandes
(khusein@uwaterloo.ca; he/him)

Computational approaches can be used to modernize the examination of narrative scripts such as autobiographical memories, reducing the need for laborious human coding. Though used extensively in social media and customer reviews in industry, their classification accuracy relative to human self-classification remains unclear for psychological data. We compared the congruence of two popular lexicon-based sentiment analysis tools, VADER and TextBlob, with self-reported valence of 3,309 autobiographical memories from two datasets. Confusion matrices showed better congruence using VADER than TextBlob. Accuracy improved significantly by limiting classifications to three, rather than five, valence types (negative, neutral or positive), with further improvements by adjusting the thresholds for inclusion in each valence category. Sentiment analysis is a promising avenue for classifying valence of human memories.

Do psychopathic traits influence emotion perception?

Amie Durston, Lily Laevens*, & Roxane Itier
(lmrlaeve@uwaterloo.ca)

Psychopathy is a complex construct characterized by interpersonal-affective primary traits such as callousness, and impulsive-antisocial secondary

traits, which exist subclinically within the general population. Whether psychopathic traits are associated with poor emotion recognition is still debated. Little work has examined how psychopathic traits influence perception of other's emotional expressions (as opposed to personal affective experience), and even fewer have focused on early visual processes using event-related potentials (ERPs). A recent meta-analysis of nine ERP studies found that mean and callous primary traits were associated with a diminished N170 for fearful faces, an early neural marker of face encoding sensitive to emotion. This finding suggests potential deficits in early face emotion processing in those high in psychopathic traits. The present study investigated this possible association further using the LSRP and TriPM psychopathic trait scales, which include meanness and primary traits subscales. A preliminary sample of 80 participants viewed happy, fearful, angry and neutral faces during a gender discrimination task while ERP data were recorded, after which participants saw each face again and rated them on valence and arousal. Behavioural correlation analyses indicate that, as the presence of mean and callous traits increase, happy expressions are rated less positively and angry expressions less negatively, suggesting a perceptual distortion of valence. Full scalp analysis of ERP data is underway. This re-analysis is a first step into investigating the influence of psychopathic traits on facial emotion perception at the neural level.

The effects of visual proximity and semantic influence on identification of newly learned objects in children and adults

Samridhi R. Singh*, Katherine White, & Mike J. Dixon
(samridhi.singh@uwaterloo.ca; she/her)

Both semantic knowledge and visual similarity play a crucial role in object identification (Dixon et al., 1997). Patient ELM misidentified similar fruits and vegetables but never mistook a light bulb for a pear because of their semantic differences. This study investigates how healthy adults identify shapes with various semantic labels. We used 8 blob-like stimuli that varied in thickness, tapering, and curvature. In our shape space, objects could share zero, one or two features. A cucumber-like and a carrot-like blob may be confused in memory because they have similar thickness and lack of curvature, but differ in tapering. A carrot-like and a banana-like blob, on the

other hand, are less ambiguous because they differ in tapering and curvature. On learning trials, participants saw blobs presented one at a time along with a label. The labels were the names of (eight) Taylor Swift albums. On test trials participants had to name the presented blob using the labels from learning trials. Participants comprised of two groups: Taylor Swift fans (Swifties, $n=80$) and non-Swifties ($n=56$). The data of interest is their mistakes. We hypothesize that error rates will be highest for blobs sharing two features, lower for those sharing one, and lowest for those sharing none. To investigate semantics, we will compare Swifties with non-Swifties, anticipating more errors for Swifties as a result of semantic associations with album names, while non-Swifties who lack semantic linkages between labels, will experience less uncertainty. This would illustrate that object identification is dependent on both visual and semantic characteristics.

Is empathy a multidimensional construct? No support from an ERP study on empathy for pain

Seth B. Winward* & Roxane J. Itier
(swinward@uwaterloo.ca; he/him)

Decades of research have conceptualized empathy as multidimensional and composed of various affective and cognitive empathy constructs. Although many event-related potential (ERP) studies have claimed to show that different empathy constructs drive different parts of the neural time-course of the empathy response, almost all studies use one empathy task at a time, tapping only one construct, and often do not include a control task. To determine whether empathy is truly multifaceted in its neural dynamics, we conducted an ERP study with a fully within-subjects design in which participants observed painful and neutral stimuli and completed three different empathy tasks designed to tap into different empathy constructs, as well as a control task. Unlike previous studies, we used a large sample ($N = 100$) and data-driven mass univariate analyses to perform statistical tests on every time-point and electrode of the ERP response while strongly correcting for multiple comparisons. We found no evidence that affective empathy is uniquely instantiated in the early components of the ERP response to painful stimuli whereas cognitive empathy is reflected solely by the later components. Instead, we observed effects of pain widespread

across the scalp beginning around 200 ms after stimulus onset; these effects were not observed for the control task but did not differ across empathy tasks. We therefore suggest that empathy is in fact unidimensional during the early neural processing stages. Implications for theories of empathy and the broader literatures on social cognition and emotional processing will be discussed.

DEVELOPMENTAL

Older but not younger children distinguish between ability and proximity-based close counterfactuals

Amy Howard*, Ori Friedman, & Stephanie Denison
(a6howard@uwaterloo.ca; she/her)

Counterfactuals are events that could have happened but did not. This study aimed to examine whether children (4-7-years-old) differentiate between counterfactuals based on proximity (e.g., “He almost won the race”; Kahneman & Varey, 1990) and those based on ability (e.g., “He easily could have won the draw”; Levy, 2015). Children saw three animals (e.g., cheetah, sheep, pig) at the start and end of a race. The fastest animal lost the race, one of two slower animals won and the other came in second place. Children were either asked which animal “almost” or “easily could have” won in Experiment 1 and which animal “almost” or “should have” won in Experiment 2. Across ages children selected the faster animal more often in the Easily than Almost conditions, but for older children this difference was greater. This suggests children may recognize ability based counterfactual closeness later than ability based counterfactual closeness. Early results from Experiment 2 indicate 5-year-olds are more likely to select the faster animal in the Should condition than 4-year-olds. This aligns with results in Experiment 1, suggesting a developmental gap where younger children recognize proximity but not ability-based counterfactual closeness.

Gait development in typical children

Aliyah N. Knetsch*, Lauren E. Hoare, & Krista R. Kelly
(aknetsch@uwaterloo.ca; she/her)

Introduction. Investigating when children’s gait matures into an adult gait can provide insight into the development of planning processes surrounding walking. Existing research often compares children

to adults rather than examining the differences between younger and older children. Here, we compared younger (7-9 years) to older (10-13 years) children on walking conditions with increasing complexity to determine age-related changes in walking strategies. **Methods.** A group of 28 children ages 7-13 years with age-typical vision walked on a pressure-sensitive walkway (GAITRite). A total of 30 trials with three conditions (10 trials per condition) were completed: 1) straight walk (no obstacles/distractors on mat), 2) isolated target walk (step on 2D targets), 3) distractor walk (step on 2D targets while avoiding 2D distractors). Outcome measures included normalized velocity (leg lengths[LL]/second), step length, step width, and accuracy of stepping on targets/avoiding distractors. Gait pattern variability was calculated using the coefficient of variation ($CV = SD/mean * 100$). **Results.** Compared to older children ($n=15$), younger children ($n=13$) were faster in all walking conditions ($p < .001$) and less accurate at stepping on targets ($p = 0.025$), particularly for the second target ($p = 0.005$). Younger children also had more variable step time ($p = 0.020$) compared to older children. **Conclusions.** Younger children were faster but less accurate and more variable in their walking than older children. This may reflect developing but inefficient strategies for planning and executing walking.

How children talk to peers: Effects of language and cultural background on linguistic alignment

Ana Ljubic* & Katherine White
(aljujic@uwaterloo.ca; she/her)

Extensive research has focused on how children's language abilities are influenced by parental input. Starting in the early school years, however, children show strong peer influences on many aspects of their behaviour. Despite this, there have been few experimental examinations of how children's linguistic behaviour is shaped by peers. Here, we examine this question in children of different language backgrounds using a linguistic alignment task. Three groups of 6-9-year-old children (English monolinguals, Serbian-English bilinguals, and children bilingual in a language other than Serbian) participated in an online task (over zoom) with two simulated child conversation partners (one native-English-speaking and one Serbian-accented). With each partner, participants played a game in which they alternated naming pictures. Target pictures

were repeated twice across trials, and always named first by the partner, who used one of two possible labels for each picture. Lexical alignment was measured by whether participants re-used the partner's label. Post-task questionnaires completed by participants provided additional information on language and cultural preferences. Preliminary findings reveal that children, regardless of language background, are less likely to re-use less typical labels than more typical labels, and that this is true for both conversation partners. However, this bias against repeating less typical labels is significantly stronger for the non-native partner and for bilingual children. The present research will offer insights into the complex interplay of language and social factors shaping children's linguistic behaviour with peers and has the potential to advance our understanding of communication development, particularly in bilingual children.

Can 5- to 7-year-old children represent ratios in non-symbolic large number addition?

Candice Rubie* & Stephanie Denison
(carubie@uwaterloo.ca; she/her)

Many studies have documented the existence of the approximate number system (ANS), a mental system that automatically creates imprecise representations of non-symbolic numbers (Barth et al., 2006; Odic & Starr, 2018; Starr & Brannon, 2015). Past research suggests the ANS can represent natural numbers, such as positive integers, and cannot represent irrational numbers, such as pi (Ball, 2017; Clarke & Beck, 2021). Conversely, considerable debate exists over whether the ANS can also represent rational numbers, such as ratios and fractions. In two experiments with 5- to 7-year-olds, we tested whether the ANS can represent rational numbers, particularly ratios. In Experiment 1, we examined whether children could represent and add sets of large numbers when those sets included two types of items, using a classic ANS large number addition paradigm (e.g., Barth et al., 2005; Li et al., 2017). In Experiment 2, children saw mixed sets of blue and purple dots enter the box just as in Experiment 1, but at the end they had to choose a matching ratio for the added total. To do this, we introduced a cup that scooped a small sample of dots from the box and asked children to identify which of two samples came from the cup (i.e., had the same ratio as the added dots in the box). Thus, children could not use

the total number of blue and/or purple dots to identify the correct answer. These studies provide initial evidence that children can represent non-symbolic rational numbers using their ANS.

Children's reliance on visual input for native and non-native accented speech

Ashley Avarino, Madeline Wiseman*, & Katherine White

(mnwiseman@uwaterloo.ca; she/her)

Children struggle with understanding words in unfamiliarly accented speech (Cristia et al., 2012). Previous work has shown that listeners rely more on visual information when comprehension is challenging (Bejjanki et al., 2011). To our knowledge, no studies have examined children's reliance on visual input for comprehending unfamiliarly accented speech. To address this gap, we are conducting a study that focuses on the "Visual Fill-in Effect" (VFE; Jerger et al., 2014), whereby visual information (e.g., a visual onset consonant "b") may be added to the auditory signal (e.g., "az") to form a different percept (e.g., "baz"). If children rely on visual speech more when comprehension is challenging, then we predict there will be a larger VFE for non-native accented speech than for native-accented speech. Five- and six-year-old monolingual English-speaking children hear a speaker (native or non-native) produce non-words and are asked to repeat them out loud to the researcher. In each trial, participants are presented with either audio-visual (video) or audio-only (still picture) stimuli. In critical items, the onset consonant is absent in the auditory signal (e.g., "az"), but present in the video. The VFE is reflected in the number of items children repeat with onset consonants in audiovisual trials compared to audio-only trials. Data collection for the non-native condition are ongoing. Here, we present data for the native condition (n=37). Overall, children in the native condition show a significant VFE. The results of the non-native speaker condition will reveal whether the use of visual speech increases for more challenging speech.

How does language background influence bilinguals' voiced-based personality judgments?

Mariam Mazen*, Suevin Un, & Katherine S. White
(mmazen@uwaterloo.ca; she/her)

Although most work on how we form rapid impressions of others involves judgments of faces,

we also use information in the voice to make judgments. Previous research has demonstrated that listeners of different language backgrounds may make different voice-based judgments. However, little is known about how bilingual listeners make voice-based judgments in their two languages. The present study aims to investigate whether bicultural bilinguals' judgments depend on the culture they are primed with, specifically exploring if priming with their heritage language (L1) or dominant (English) language (L2) alters their perceptions of speakers' personality traits. Bilingual speakers of English and Spanish, Chinese, or Arabic listened to sentences produced by native English speakers and were asked to make judgments about the speakers' dominance, trust, kindness, and intelligence. Participants first rated the personality traits in a pre-prime phase. After viewing culture-neutral advertisements in either English or their L1 (Spanish, Chinese or Arabic), participants completed a second rating phase with new sentences produced by the same speakers. The goal is to determine if priming with L1 or L2 influences how participants assess personality traits, as well as to see whether there are different judgments overall for listeners from the different language backgrounds. Thus far, 122 participants have completed the study (data collection is ongoing). The results will contribute to understanding how bilinguals' cultural contexts impact their interpersonal judgments.

Children's belief about possibility: Could vs. has

Mopreet Pabla* & Ori Friedman

(mk2pabla@uwaterloo.ca; she/her)

This study investigates children's judgments of possibility, specifically their tendency to deny the possibility of improbable and immoral events. While children are often thought to have broad imaginations, prior research has shown that they frequently judge unusual or immoral events as impossible. This study examines whether these denials reflect their true beliefs or arise from how they interpret possibility questions. In Experiment 1, 159 children aged 4-7 were asked whether various ordinary, improbable, and immoral events could happen or had ever happened. The results showed a consistent pattern: children affirmed the possibility of ordinary events, mostly denied the possibility of improbable events, and often denied the possibility of immoral events. Importantly, responses were

similar across conditions, suggesting that children's denials are genuine rather than a result of misinterpreting the questions. In Experiment 2, rather than asking about possibility directly, 61 children aged 5-7 were told someone claimed to have done something and asked whether that claim could be true. Similar to Experiment 1, children denied the possibility of improbable and immoral events, suggesting that children genuinely see improbable and immoral events as unlikely or impossible. Overall, these findings suggest that children's denials of possibility extend beyond question interpretation and align with children's broader understanding of reality. Their skepticism may stem from their beliefs about permissibility and morality, rather than possibility. This research contributes to understanding how children construct their beliefs about what can and cannot happen in the real world.

INDUSTRIAL-ORGANIZATIONAL

Be dominant, be a man!: Investigating targeted leadership messaging on women's leader prototypes

Aimee Landry*, Pearlyn Ng, & Douglas Brown
(atlandry@uwaterloo.ca; she/her)

The preference for agentic traits in leaders is one factor contributing to the underrepresentation of women in leadership. Women who aspire to become leaders are often told they lack these agentic traits, leading to messaging encouraging women to be more like men. The impact of these types of messaging on women's leader prototypes is crucial to investigate, as some agentic traits are considered undesirable in leaders. Drawing on Leadership Categorization Theory, this study investigates how messaging encouraging agentic traits impacts women's leadership prototypes. We designed a brief article intervention normalizing the expression and adoption of agentic workplace behaviour among women leaders. At Time 1, we instructed participants to complete a questionnaire regarding their leader prototypes and self-efficacy. At Time 2, they received a short intervention followed by the same measures from Time 1. The results indicate that female participants exposed to messaging encouraging agency endorsed higher levels of agentic traits in their ideal leadership prototype, including an increase in intelligence ($p < .05$) and dedication ($p < .001$). Contrary to our expectations, tyranny was further condemned in women's leader

prototypes following the messaging ($p < .05$). Self-efficacy remained unchanged from pre- to post-messaging, while male participants were unaffected. Overall, self-promotion messaging significantly altered women's leadership prototypes by increasing ideal leadership traits and decreasing undesirable leadership traits. Consequently, these results imply that women may develop higher expectations for ideal leadership independent of their self-efficacy.

Disrupting the Dark Path: Testing interventions of mediating mechanisms linked to grandiose narcissism and self-interested unethical workplace behaviour

Caitlin Belfiore* & Annika Hillebrandt
(cbelfiore@uwaterloo.ca; she/her)

Narcissism—a personality trait prevalent in organizations—is characterized by grandiosity, entitlement, and a tendency to engage in unethical workplace behaviors. However, research has often treated narcissism as unidimensional, overlooking its subtypes: grandiose and vulnerable. The current research bridges this gap by examining the relationships between grandiose/vulnerable narcissism and self-interested unethical behavior as well as the mechanisms underlying these effects. Hypotheses were tested in a sample of full-time working adults ($N = 176$), using a moderation-of-process experimental study with a behavioral measure of self-interested unethical behavior. The findings revealed that grandiose narcissism was positively associated with self-interested unethical behavior and this effect was mediated by heightened self-interest and impulsivity. Targeted interventions deactivating these mechanisms effectively weakened the relationship between grandiose narcissism and self-interested unethical behavior, highlighting the potential for subtype-specific approaches to mitigating ethical misconduct. In contrast, vulnerable narcissism was not significantly associated with self-interested unethical behavior. Theoretically, our findings advance the organizational behavior literature by emphasizing the heterogeneity of narcissism and its relevance in unethical workplace behavior, providing causal evidence for the mediating roles of self-interest and impulsivity, and offering insights into the socioanalytic and self-regulatory nature underlying narcissistic behavior. Practically, our findings provide a foundation for the development of interventions

aimed at reducing self-interested unethical workplace behaviors by reducing grandiose narcissistic tendencies.

The association between cultural values orientations and workplace deviance

Mohima Kalamder*, Annika Hillebrandt, & Wendi Adair

(mkalamde@uwaterloo.ca; she/her)

Due to its negative impact on organizations and employees, workplace deviance has drawn extensive research attention. While scholars have identified many predictors of workplace deviance, there is a gap in the literature concerning the potential influence of cultural values on the enactment of workplace deviance. Drawing on Hofstede's cultural dimensions theory, we explore the relationships between the enactment of workplace deviance and cultural value orientations: power distance, uncertainty avoidance, individualism, masculinity, long-term orientation, and indulgence. We conducted a cross-sectional survey of 150 full-time Canadian employees. Results indicate that power distance positively correlated with abusive supervision. Uncertainty avoidance negatively correlated with workplace deviance. Masculinity positively correlated with social undermining and cheating. Indulgence positively correlated with self-interested cheating. Individualism negatively correlated with unethical pro-organizational behaviour but not significantly with self-interested cheating. Long-term orientation positively correlated with self-interested cheating but negatively with organizational deviance. This research contributes to the literature on workplace deviance by integrating cultural dimensions into the framework and providing insights into these dynamics in an increasingly globalized workforce.

Measurement invariance of the workplace emotion validation scale across support sources

Tony Y. Feng* & Douglas J. Brown
(t2feng@uwaterloo.ca; he/him)

The current understanding of workplace emotional support strategies is rooted in the Interpersonal Emotion Management Model, which posits that we regulate others' emotions similarly to how we regulate our own. However, this framework assumes

that what works intrapersonally is equally effective interpersonally, overlooking unique aspects of social interactions and different support sources that contribute to well-being. To address these gaps, we conceptualized a new strategy: workplace emotion validation—the affirmation of support seekers' negative emotions at work. Using 8 samples, we developed a reliable and valid scale to measure emotion validation from colleagues and supervisors and demonstrated measurement invariance across sources. This research challenges the current conceptualization of workplace emotional support strategies and suggests the scale functions similarly across sources.

SOCIAL

Effects of grace on student motivation, meaning, and engagement

Alfredo Intriago* & Ian McGregor
(aintriag@uwaterloo.ca; he/him)

Research guided by attachment and self-affirmation theories demonstrates that positive interpersonal experiences can yield psychological benefits. This study examines whether reflecting on experiences of grace—a non-invasive, genuine, and attentive concern for others—enhances meaning in life through increased Behavioral Activation System (BAS) activation. In a within-subjects experiment, 142 undergraduates completed two counterbalanced conditions: a grace condition and a food control condition. Results showed that grace significantly increased BAS activation, which in turn predicted greater meaning in life. Notably, the effect of grace on meaning was mediated by BAS activation but not by general positive affect. However, grace did not significantly enhance engagement with personal projects. These findings suggest that while grace fosters approach-motivated and meaningful states, its impact on behavioral engagement may depend on contextual factors or goal types.

Disclosure dynamics: (Dis)Comfort discussing experiences of racial marginalization

Ashling Ayekun*, Shawn Yee, Ishanee Dave, & Hilary Bergsieker
(aayekun@uwaterloo.ca; she/her)

Discussing personal experiences of racism with others can mitigate their adverse effects on mental health and belonging for people of colour (POC).

Clinical models assert that disclosure preferences and experiences vary based on discussion features. We posit that discussing racism with ostensibly same-race (vs. White) conversation partners and receiving validation (vs. reframing) as a support type facilitates comfort and well-being. In a pilot (N = 36), POC live-chatting about their lived experiences of racism with an ostensibly White (vs. same-race) partner tended to feel more disrespected and disregarded. The full lab study (N = 226) involved participants discussing a personal experience of racism with an ostensibly same-race or White partner during a 16-minute live online chat. Differences in anticipated comfort for discussing racial (vs. non-racial) experiences were higher with ostensibly same-race than White conversation partners ($p < .001$). Additionally, anticipated comfort for discussing racial experiences in turn predicted greater felt comfort following the discussion ($p < .001$). Similarly, feelings of being understood when given reframing (vs. validating) responses were higher when conversing with same-race versus White partners ($p < .001$). More broadly, this work highlights conversing with ingroup peers and validation as key facilitators of identity-based discussions that may buffer well-being after marginalization.

Discerning uncertainty using scalable approaches

Niyati Kachhiyapatel* & Igor Grossmann
(nkachhiy@uwaterloo.ca; she/her)

Uncertainty is an inevitable part of our daily lives. To capture this sense of uncertainty, most measures rely on self-report questionnaires. However, self-report questionnaires are not always feasible or desirable. Indeed, people may spontaneously express uncertainty differently than what is explicitly asked in the self-reports. How can we discern uncertainty using inobtrusive and scalable methods? To address this question, we used data from the year-long Pathways to Wisdom project, in which we instructed a community sample of Canadians and Americans (N = 499) to provide a 9-day diary of significant events of the day. We classified reported experiences in terms of uncertainty via large language models (OpenAI's GPT-4o-2024-08-06 and GPT-4o-mini, and Facebook's BART-large-MultiNLI from Hugging Face), cross-validating performance on a subset of human-classified responses (n = 100). We evaluated the

criterion validity of automated classification systems by examining self-reported ambivalence and sense of being unsure for each event. Participants reported being more ambivalent and unsure for events classified as uncertain. Examining the social ecology of uncertain events in people's lives, we observed greater expression of uncertainty for negative compared to positive or neutral events. Furthermore, uncertain narratives were perceived as more challenging, negative, less predictable, and more in the hands of other people compared to not uncertain narratives. Moreover, participants reported greater intellectual humility and willingness to search for a compromise when narratives were classified as uncertain compared to not uncertain. This research has implications for decision-making, automated text annotation, and how individuals experience emotions and express them amid uncertainty.

Uncertainty Intolerance as a Barrier to Moving Interventions Upstream

Pamela Campos-Ordóñez*, Jaishish Gurbaksh, & Richard Eibach
(pcampos@uwaterloo.ca; she/her)

Upstream (preventative) interventions are known to have better long-term efficacy and cost efficiency for addressing social problems and promoting public health (Heath, 2020). Despite these advantages, upstream interventions may seem riskier and more uncertain because impacts are more diffuse and delayed compared to downstream (reactive) interventions. We thus predict that dispositional uncertainty intolerance will predict bias against upstream interventions. In a within-participant experiment (N = 221), participants compared pairs of interventions (upstream vs. downstream) in 3 domains (substance use, eating disorders, bullying) and made decisions on resource allocation. As predicted, participants higher in neuroticism (anxiety and fearfulness facet) and uncertainty intolerance (desire for predictability) were less likely to invest resources into upstream (vs. downstream) interventions. Implications for the role of uncertainty intolerance and lay-theories on interventions are discussed. Future research can build on these findings by testing whether upstream interventions can be reframed to alleviate uncertainty.

Using clothing to infer cognition: Beliefs about the dress-mind link

Syrus Koetke* & Neil Hester

(sekoetke@uwaterloo.ca; they/them)

How others dress is a rich and accessible cue for informing perceivers' social judgments of targets. Perceivers may vary considerably in their utilization of dress cues, in part due to their beliefs about the extent to which dress reflects qualities of others' minds such as their personality, social identity, goals, and mood. We refer to these beliefs as the Dress-Mind Link. Two studies broadly examined this link. Study 1 investigated the strength of belief in the Dress-Mind Link in relation to both perceiver and target differences. Study 2 examined the relationship between belief in the Dress-Mind Link and confidence when rating targets with no facial information provided. In Study 1, 300 participants completed scales measuring theory of mind and Proximity of Clothing to Self (PCS). Participants also responded to 4 novel items to measure their beliefs about the Dress-Mind Link. We found a significant correlation between participants' PCS and their beliefs about the Dress-Mind Link. Respondents also reported that the strength of the Dress-Mind Link varies based on targets' gender, age, and sexuality. In Study 2, 123 participants rated 12 neck-down targets on perceived openness to experience, conscientiousness, conservatism, self-esteem, and mood. Participants with stronger beliefs in the Dress-Mind Link expressed more confidence in their ratings. For conservatism and mood, those with stronger beliefs in the Dress-Mind Link expressed more confidence when rating extreme targets. These findings have implications for incorporating target dress into person perception.

Afternoon Poster Session

CLINICAL

The role of temperamental surgency and executive functioning in the relationship between pragmatic abilities in school-aged children

Barbara Ledezma*, Charlotte Aitken, & Elizabeth Nilsen
(bledezma@uwaterloo.ca; she/her)

Pragmatic abilities are fundamental for successful language use and communicating with others. However, children's individual characteristics can affect the development and effectiveness of their pragmatic abilities (Matthews et al., 2018). Temperamental surgency and executive functioning are two factors that may account for the variability in children's pragmatic abilities. In the current study, associations between surgency, executive functioning, and pragmatic abilities (knowledge and demonstrated abilities) were examined in a community sample of nine to 13-year-old children (N = 112). The results of multiple hierarchical regression analyses indicated that executive functioning and gender were significant predictors of pragmatic abilities. Contrary to predictions, executive functioning did not moderate the relationship between surgency and children's pragmatic abilities. Bivariate correlations revealed that executive functioning and surgency were related to communicative ability. Further, specific gender differences emerged, with gender marginally moderating the relationship between surgency and pragmatic ability. With correlational analyses finding that girls have higher pragmatic performance and surgency is particularly beneficial for boys' communicative ability. Overall, there is some support for the notion that individual differences in temperamental surgency and executive functioning relate to children's pragmatic abilities, with such patterns differing by gender.

Fear of guilt moderates the relationship between over-responsibility beliefs and obsessive-compulsive disorder symptom severity

Aliya McNeil* & Christine Purdon
(am4mcnei@uwaterloo.ca; she/her)

Obsessive-compulsive disorder (OCD) is characterized by distressing intrusive thoughts and compulsions implemented to neutralize the thoughts or mitigate potential harm. The cognitive model

implicates a negative appraisal of the obsession and the perceived need to do the compulsion as central to the persistence of OCD. While most people dismiss their intrusive thoughts as upsetting but not important or dangerous, those prone to developing OCD are more likely to appraise their intrusive thoughts as meaningful. One cognitive bias known to predict OCD is over-responsibility, which is a belief that one is highly responsible for preventing potential harm, even in situations where harm is unlikely or beyond one's control. Mancini & Gangemi (2004) theorized that fear of guilt may underly beliefs about over-responsibility. More recent research has implicated fear of guilt (FOG) in the development and persistence of OCD, suggesting that another motivation for compulsions could be to avoid future feelings of guilt if they were held responsible for harm by others in the future. As such, it is possible that people who hold strong responsibility beliefs and report high fear of guilt, could be particularly vulnerable to OCD symptoms. To examine whether the relationship between responsibility beliefs and OCD symptom severity is moderated by FOG, we completed an online survey study with university undergraduate students (N = 341). We hypothesized that there would be a significant main effect between over-responsibility and OCD symptom severity, and that that the relationship would be moderated by FOG, such that the relationship between responsibility beliefs and OCD symptom severity, would be stronger for people high in FOG. The results support these hypotheses. These findings suggest that considering FOG alongside responsibility beliefs could be important when conceptualizing and treating OCD.

Exploring the voice of OCD

Erin Bowman*, Tyler Eschenwecker, Karen Rowa, & Christine Purdon
(e3bowman@uwaterloo.ca; she/her)

Recent preliminary research in our lab found that participants with OCD experienced obsessive doubt as an inner voice or dialogue, delivered by one part of the self to the other. According to the interpersonal circumplex, conversational exchanges are organised along two orthogonal dimensions: tone (warmth/hostility) and authority (dominance/submission), wherein a communication elicits predictable responses along these dimensions. For example, hostile dominance elicits hostile

submission. Chiang and Purdon (2020) found that doubt was most often experienced as a neutral dominant voice, which is likely to communicate power and evoke submission. This study was a replication and extension of these preliminary findings, exploring the properties of the OCD voice and their association with OCD symptoms. Adults with OCD (N=20) were administered a semi-structured interview asking about the properties of the OCD voice during obsessive-compulsive episodes in which a compulsion was performed versus resisted. Participants rated the tone of the OCD voice from cold (0) to warm (100) and authority from dominant (0) to submissive (100), along with other characteristics, including benevolence, malevolence, and power. Results suggest that 1) most participants (n=19) experienced a voice as part of their obsessions with which they engaged, 2) the voice was commonly rated as neutral (M=34, SD=23) and dominant (M=28, SD=18), and 3) higher ratings of voice benevolence and power were moderately to strongly associated with greater OCD symptoms. These findings highlight the potential therapeutic value of identifying and addressing people's relationship with their OCD voice.

Family Simulation Training (FaST) for clinical psychology graduate students: an experiential partnership with theatre and mental health

Katie Musleh*, R. Zehr, A. Houston, Chantelle Castolino, Imogen Sloss, & Dillon Browne
(kmusleh@uwaterloo.ca; she/her)

Family therapy is an effective treatment modality to address various psychological challenges, including bipolar disorder, anorexia nervosa, and marital/family conflict. However, clinical psychology graduate programs often do not provide extensive training in family therapy. The use of "simulated patients" is common in medical fields, whereby trained individuals represent specific clinical presentations. Limited research has explored the application of this methodology to family therapy. This study aimed to address this gap by examining the effectiveness of a family therapy training program in fostering growth in students' cognitive engagement (i.e., a student's ability to understand and invest in their learning, such as their motivation, values, and goal-setting skills) and improving their confidence as family therapists. Participants were six senior clinical psychology graduate students enrolled

in a semester-long family therapy course at the University of Waterloo. An integral component of this course was participation in simulated therapy sessions with four actors formed into a family. Results indicated that family therapy trainees significantly improved in confidence over the semester, but not in cognitive engagement. Specifically, students' confidence significantly improved in terms of using general skills effectively with most families and performing task-specific skills during therapy. Although, trainees did not improve in their confidence working effectively with family members with challenging characteristics for the therapist, which suggests that more specialized family therapy training might be necessary to produce measurable changes in these skills. While these findings are promising, future research will be needed to determine whether increases in therapist self-efficacy translate into improved therapeutic outcomes.

Latent class analysis of discriminatory experiences among youth

Fatima Wasif* & Dillon T. Browne
(fwasif@uwaterloo.ca; she/her)

As youth grow older, they increasingly construct their own identities, which involves understanding their position in relation to their peers and within their communities (Newman & Newman, 2020). Experiences of discrimination during this crucial developmental period can detrimentally impact youth identity and well-being (Torres et al., 2022). Indeed, being discriminated against by peers or adults is linked to greater distress and lower self-esteem (Benner et al., 2019; Huynh & Fuligni, 2010). Extant work has closely examined the link between ethnicity-based discrimination and youth mental health. However, there is an increasing understanding that discrimination spans multiple axes, and individuals can be subject to prejudice along many facets of their identity and being (Thompson, 2003; Torres et al., 2022). It is, therefore, crucial to account for the influence of intersectional discrimination on youth wellness. Here, we utilize responses from a community survey of over 2000 youth reporting on their well-being across nine indicators. Using latent class analysis, we account for how discriminatory experiences, including those targeting gender, ethnicity, and disability, influence well-being and psychological

distress among children and adolescents. Our findings denote four groups: youth experiencing low, race/ethnicity-based, gender/sexual orientation-based, and intersectional discrimination. Further, well-being outcomes were poorest among youth experiencing gender-based and intersectional discrimination. We discuss implications for equitable policy-making aimed at promoting youth well-being.

Older adolescents' communication during video games: Exploring communicative modality and inhibitory control

Moneka Esa*, Kristen Gallant, & Elizabeth Nilsen
(mkgsesa@uwaterloo.ca; she/her)

Most multiplayer video games contain built-in channels allowing users to communicate during play (Triebel et al., 2009). While such tools are important for users' experience (Drachen & Smith, 2008), they facilitate disinhibited behaviours, including aggression (Kordyaka et al., 2020; Zimmerman et al., 2016). However, the factors contributing to aggressive communication remain understudied. Thus, this study examines how communicative aggression is impacted by the mode of game communication (verbal vs. text) and may be predicted by individual differences. Adolescents aged 17-19 (N=105) engaged in an immersive multiplayer video game task where they received mildly provocative comments and responded via text or verbally. Participants' inhibitory control was also assessed. As part of a larger project, we tested competing hypotheses as to whether text responses are more aggressive than verbal responses due to the anonymity texting offers (Ghețău, 2021; Suler, 2004) or less aggressive due to the immediate nature of verbal expression (Wadley et al., 2015). Results revealed that participants are more aggressive when responding verbally than via text ($p = .016$). Participants with lower inhibitory control generated more aggressive verbal responses, albeit marginally significant ($p = .10$). Additionally, we examined how inhibitory control relates to the paralinguistic features of participants' verbal responses to in-game provocation; inhibitory control negatively related to participants' pitch variability ($p = .04$), with this association marginally differing by biological sex: males, $p = .076$; females, ns. Findings inform our understanding of how game contextual factors and players' individual differences relate to levels of aggression in video game communications.

Does hearing a peer's experience with self-compassion influence how compassionately we treat ourselves?: The moderating role of trait self-compassion

Monica Grove* & Allison C. Kelly
(megrove@uwaterloo.ca; she/her)

Self-compassion – a robust predictor of well-being – can be cultivated through interventions involving regular self-compassion practices; however, those who are low in self-compassion are often fearful of it, making engagement in these practices challenging. To investigate other approaches for promoting self-compassion in individuals with low self-compassion at baseline, the present study drew on social cognitive theory. This theory suggests that seeing a behaviour lead to positive outcomes for a peer can motivate us to behave similarly. In this study, to test this theory vis-à-vis self-compassion, college women low in trait self-compassion ($N = 212$) listened to an alleged peer describe practicing self-compassion vis-à-vis academic stress, with or without describing positive outcomes. Participants reported their state self-compassion 2-4 days later. Contrary to hypotheses, state self-compassion was not greater in the condition in which positive outcomes of self-compassion were described vs. not; however, an exploratory analysis revealed that participants' trait self-compassion moderated the effect of condition on state self-compassion, $\beta = .55$, $SE = 0.22$, $p = .014$. For individuals who were lowest in trait self-compassion (1 SD below the sample mean, $M = 2.39$, $SD = 0.45$), hearing a peer describe self-compassion with positive outcomes led to lower state self-compassion 2-4 days later, compared to hearing the peer describe self-compassion without specific outcomes, $\beta = -.39$, $SE = 0.14$, $p = .007$. These findings indicate that for individuals who are very low in trait self-compassion, hearing about a self-compassion practice and its benefits may have a counterintuitively negative impact on their own self-compassion.

Does body compassion uniquely contribute to eating disorder experiences and psychosocial functioning in women with bulimia nervosa?

Samantha Beneteau*, Giselle E. Kraus, Aleece Katan
& Allison C. Kelly
(smbenete@uwaterloo.ca; she/her)

Self-compassion has been linked with lower levels of eating pathology and more positive body image in

people with eating disorders (Braun et al., 2016; Turk et al., 2021). Body compassion, which refers broadly to acceptance of one's body and can be measured via the Body Compassion Scale (Altman et al., 2017), has been negatively linked with eating disorder symptoms and body shame (Oliveira et al., 2018) but has yet to be studied in people with eating disorders. Thus, it remains unclear whether compassion for one's body specifically offers value to people with eating disorders above and beyond having compassion for oneself more generally. This research addressed this gap by analyzing secondary data from a two-week daily diary study of women (N = 124) who met diagnostic criteria for bulimia nervosa. Hierarchical regressions, with trait body compassion and trait self-compassion as simultaneous predictors, revealed that only body compassion reliably predicted participants' mean levels of body appreciation, body shame, and restrained eating over the two weeks; whereas only self-compassion reliably predicted participants' mean levels of positive affect, coping via problem solving, and self-compassionate engagement and action. These findings suggest that in people with eating disorders, body compassion offers unique benefits. Specifically, results suggest that building body compassion might help to alleviate eating disorder specific experiences in people with bulimia nervosa whereas building global self-compassion might promote more adaptive psychosocial functioning and coping more broadly. This research has the potential to improve eating disorder theories and interventions.

Self-compassionately or assertively? Exploring how best to intervene on behalf of the self during imagery rescripting of negative social autobiographical memories

Sara Al-Uqaili*, Jennifer E. Fudge, & David A. Moscovitch
(sealuqai@uwaterloo.ca)

Social anxiety disorder (SAD) is characterized by persistent fear of social scrutiny, often influenced by negative social autobiographical memories. Individuals with SA often dwell on negative memories, leading to distorted self-perceptions. Imagery rescripting (IR) is a therapeutic technique that updates these perceptions by altering the meaning of negative memories through imaginary interventions that meet the needs of the younger self

memory. Previous work demonstrated that participants with SAD undergoing IR employed various strategies in an attempt to update their memories, with some using assertiveness strategies (e.g., confronting a bully in their memory) and others using self-compassionate ones (e.g., soothing one's younger self; Romano et al., 2021). In the present undergraduate thesis study, 314 university students retrieved a socially painful autobiographical memory and were randomly assigned via Qualtrics to rescript the memory self-compassionately, assertively, or engage in a non-rescripting control condition where participants reflect on and embellish the memory's perceptual features without altering them. Baseline and post-intervention measures of state self-perception, affect, and relational attachment were administered using validated psychological scales. Results revealed that both active rescripting conditions were equally effective in significantly reducing participants' feelings of anxiety and negative affect and improving their feelings of social connection with others relative to the control condition. We are currently analyzing the potential moderating effects of trait social anxiety and anxious attachment; these results will be included in the final poster. Overall, our results could guide clinicians in optimizing memory-based interventions for social anxiety by illuminating the processes and effects associated with specific IR strategies.

COGNITIVE

Replication of Wang et al.'s (2023) study 1: Needing everything (or just one thing) to go right: Myopic preferences for consolidating or spreading risks

Diya Bhatt*, Kenzie Muller, Ana Irias Arita, Anissa Sohail, FengWei Pi, Hamza Tariq, & Derek Koehler
(d7bhatt@uwaterloo.ca; she/her)

This is a replication of study 1 of Wang et al.'s (2023) study "Needing Everything (or Just One Thing) to Go Right: Myopic Preferences for Consolidating or Spreading Risks". It explores decision-making under two risk scenarios: conjunctive and disjunctive risks. In the conjunctive risk scenario, many components must be achieved to succeed. In the disjunctive risk scenario, success depends on only one component. A between-subjects design was used, where participants were randomly assigned to either a conjunctive or disjunctive risk scenario, and then asked to indicate

their preferred risk strategy and rate their anticipated confidence and anxiety. The goal was to observe whether individuals preferred to spread or consolidate differently according to the risk. The original study found that individuals preferred to spread risks in conjunctive scenarios and consolidate in disjunctive scenarios, despite researchers emphasizing equal probability of success in both scenarios. The study focuses on anticipated emotions, particularly confidence and anxiety levels. Confidence was a stronger predictor of risk consolidation in disjunctive scenarios, whereas anxiety led participants to spread risks in conjunctive scenarios. Our replication study produced results consistent with the original study, finding that participants preferred to spread risks in conjunctive scenarios and consolidate in disjunctive scenarios. The study reinforced the hypothesis that individuals rely on intuitive emotional responses rather than purely quantitative assessments when making risk-related decisions.

Crossmodal illusion of truth effect

Greg Shaikevich*, Jonathan A. Fugelsang, & Katherine S. White

(gshai@uwaterloo.ca; he/him)

The ease with which we process a piece of information (i.e., its processing fluency) is positively related to its perceived truthfulness, a phenomenon known as the Illusion of Truth Effect (IOT). Fluency may be increased in several ways, such as through repetition of information. To date, most research on the IOT has focused on the visual domain by presenting written statements. However, in the real world, much of our exposure to information comes through the auditory modality. Therefore, it is critical to understand how processing fluency in the auditory domain influences perceived truthfulness. To this end, we exposed participants to a series of statements (e.g., "Ants don't sleep"), half of which they had been exposed to in a previous phase of the experiment and half of which were novel to them. Participants either read or listened to these statements in each phase of the experiment, leading to statements being presented either in the same or different modalities across phases (between-participants). Furthermore, half of the statements were true while the other half were false. The findings will be discussed in terms of the degree to which the input and truth rating modality influence

the IOT effect. This work will expand our understanding of what influences our perceptions of the truthfulness of the information we hear and whether the IOT persists when repeated information is presented in different sensory modalities.

What is this feeling?: The phenomenological correlates of fluency

Julianna Salvatierra*, Skylar J. Laursen, & Evan F. Risko

(jksalvat@uwaterloo.ca; she/her)

Processing fluency, the experienced ease of processing information, appears to impact individuals' monitoring judgments (e.g., judgements of learning or JOLs). Specifically, information that is "easier" to process is thought to be more likely to be remembered. However, the mechanism behind this influence is often ambiguous. When examining fluency effects, many fluency manipulations make it difficult to tease apart the contributions of the processing experience of fluency and the contributions of beliefs about how the manipulation will influence memory. In the study, we use a letter set manipulation of processing fluency from Fiacconi et al. (2020) that potentially indexes the influence of processing experience on individuals' monitoring judgments. Using this manipulation, we identify the phenomenological correlates associated with the manipulation's effect on JOLs, specifically testing whether the effect has a more broad or narrow influence on processing experience. We then examine whether the manipulation's effect on JOLs is mediated by these correlates.

Crime, punishment, and utility: How we weigh justice

Jisoo Kim*, Samuel G. B. Johnson, & Ori Friedman

(jisoo.kim@uwaterloo.ca; she/her)

Legal scholars disagree on whether laws function to maximize societal well-being (an economic view) or to implement justice (a moral view). We investigate which view better characterizes lay beliefs. According to the economic analysis of law, crimes with lower probability of detection should be more severely punished, to keep the expected value of committing the crime negative and further deterring the action. Our two experiments examined whether ordinary people share this intuition. In Experiment 1a, participants read vignettes pertaining to societal

and personal crimes (e.g., littering, vandalism) where the level of harm (e.g., a \$100 vs \$400 clean-up cost) and apprehension probability (20%, 50%, 80%) were manipulated. Experiment 1b was similar, except with only 2 levels of apprehension probability (“very low” or “very high”). In both studies, participants qualitatively behaved in accordance with the economic theory’s predictions: Higher punishments were given to criminals causing greater harm ($p < .001$), as well as those less likely to be apprehended ($p < .001$). However, participants were less sensitive to apprehension probability than to victim harm, relative to normative benchmarks set by the economic model. Experiment 2 sought to replicate these effects in the domain of bodily harm rather than economic harm. Overall, people behaved more like economists than we might have expected. Through the integration of cognitive decision-making to legal policy studies and economic computational analyses, our research may have implications for legal policy, as the alignment between laws and moral intuitions affects the perceived legitimacy of the legal system.

The role of immersive environments on sustaining attention

Lucas R. Betts* & Evan F. Risko
(lrbertts@uwaterloo.ca; he/him)

Mind wandering (MW) is a cognitive phenomenon associated with reduced comprehension and task engagement, particularly in sustained tasks. This study examined the effects of modality (Desktop vs. Virtual Reality (VR)) and time (first vs. second half) on MW rates during a 360-degree video lecture, hypothesizing that VR would reduce MW through its greater immersive qualities. Participants ($N = 98$) were randomly assigned to either the Desktop or VR condition and watched a pre-filmed University lecture, with MW self-reports measured at four time intervals, which were collapsed into 2 measures of time. Post-lecture participants completed a comprehension quiz and immersion questions. Immersion was assessed using a validated questionnaire. Results showed no significant difference in MW rates between the two modalities and no interaction between modality and time. However, VR showed a marginal advantage in reducing MW during the first half of the lecture. Immersion was negatively correlated with MW across both conditions ($r_{\text{Desktop}} = -0.61$, $r_{\text{VR}} = -$

0.56), indicating that higher immersion reduced MW irrespective of modality. Overall MW rates were high, suggesting both modalities struggled to sustain attention effectively. These findings challenge assumptions about VR’s unique advantages in mitigating MW and suggest that shared immersive features across conditions (e.g., visuals, structured content) may have contributed to similar attentional outcomes. Implications for the design of educational content and the role of immersion in reducing MW are discussed.

Confidence thresholds for advice-taking from human and AI advisors

Shakthi Senthil Kumar*, Evan F. Risko, & Clara Colombatto
(s33senth@uwaterloo.ca; she/her)

When collaborating with others, it is important to assess not only their beliefs, but also their metacognitive states (i.e., how confident they are in those beliefs). For instance, when taking advice, people are more likely to accept suggestions presented with high confidence. This poses a challenge for collaborations with artificial intelligence (AI), where metacognitive processes are different from humans. In fact, recent work has shown that humans tend to overestimate the confidence of AI agents compared to humans, even when they are equally accurate. These biases in perceived confidence raise the possibility that when assessing others’ advice, humans may be less likely to accept low-confidence advice from AI advisors compared to human advisors. The present study thus investigates the effect of advisor confidence on advice-taking and whether this effect differs between human and AI advisors. Participants completed a perceptual decision-making task where they judged which of two stimuli contained more dots. After an initial decision, they received advice from either a human or AI advisor, and had the opportunity to revise their answers. Advisor confidence influenced advice-taking, with participants being more willing to take advice given with high-confidence; this effect however was stronger for human vs. AI advisors, suggesting that participants place greater weight on confidence from humans compared to AI. These results contribute to the study of cognitive mechanisms in human-human and human-machine interactions, and highlight the social significance of metacognitive states like confidence.

How gaze and head direction shape first impressions of attractiveness and trustworthiness

Simran K. Bal* & Clara Colombatto
(s4bal@uwaterloo.ca; she/her)

Others' gaze plays a crucial role in social interactions, shaping how we perceive others' intentions and engagement. In fact, gaze direction can even shape our first impressions of other people: faces with direct (vs. averted) gaze are perceived as more attractive and trustworthy. But why does direct gaze elicit more positive impressions? Direct gaze may enhance social impressions by signaling openness and willingness to engage, which can be perceived positively. However, it may elicit positive impressions simply because it directs attention towards the observer, regardless of potential interactions. To test these possibilities, we compared social impressions of faces with direct and averted gaze with a third stimulus, namely a face with direct gaze, but with the head turned away – thus signaling self-directed attention (through direct gaze), but not openness (due to the averted head). Participants viewed pictures of a variety of individuals, varying in gaze direction (direct, averted) and head direction (direct, averted), and rated faces on attractiveness and trustworthiness. If positive impressions stem from openness and willingness to engage, these effects should diminish when heads are turned away; conversely, if direct gaze impacts social impressions even in heads turned away, that could indicate that self-directed attention alone elicits positive effects, regardless of potential social engagement. This research elucidates the mechanisms of gaze perception and expands our understanding of perceived attention and intentions in shaping social judgments and first impressions.

COGNITIVE NEUROSCIENCE

The impacts of modality on the self-reference effect and the positivity bias

Alexandra Anacleto*, Katherine White, & Roxane Itier
(aanaclet@uwaterloo.ca; she/her)

People tend to remember information better when it is encoded in reference to the self as opposed to someone else, a phenomenon known as the self-reference effect (SRE). Additionally, healthy adults typically exhibit a self-positivity bias, prioritizing the encoding of positive over negative self-referential

information, whereas depressed individuals are believed to show a general negativity bias. Previous studies have examined these biases using the Self-Referential Encoding Task (SRET), where participants decide whether visually presented positive and negative trait adjectives accurately describe themselves or a well-known character (Harry Potter). Memory for these adjectives is then assessed through a following surprise recognition task. To our knowledge, no research has examined whether these two biases also exist when the information is presented through the auditory modality. Our study investigated the SRE in both the visual (n=176) and the auditory (n=176) modality. Results confirmed a significant SRE in both modalities and did not reveal an interaction between SRE and modality or evidence of a self-positivity bias. Furthermore, no differences emerged between depressed (n=186) and non-depressed (n=166) participants in the recognition task. Overall, these findings suggest that the self-reference effect is consistent across modalities. The lack of a self-positivity bias and negativity bias in depressed individuals contrasts from previous research and warrants further investigation.

Patience tested: Preliminary findings on the relations between ADHD, anxiety, and delay frustration

Pinar Gurgun*, Alexandria de Souza Mendes, Samantha Ayers-Glassey, Daniel Smilek, & Mike J. Dixon
(pegurgun@uwaterloo.ca; she/her)

Background: Short periods of unexpected delays (e.g., a buffering video) are common during everyday life. For most, these delays are frustrating but tolerable. Some research suggests that individuals with ADHD symptoms and/or anxiety symptoms may experience DF more intensely than others, although results are mixed. We conducted a more in-depth examination into the relations between ADHD and anxiety symptoms and behavioural, psychophysiological, and self-report indices of DF during the Delay Frustration Task (DeFT). Method: Prior to the experiment, 79 undergraduate students self-reported ADHD and anxiety symptoms. Participants then completed the DeFT, which involved solving simple math problems then clicking a button equipped with a force transducer to advance to the next problem. The button response was intermittently delayed by 5sec or 10sec. Clicking behaviours, heart

rate, and skin conductance responses were recorded throughout. Following task completion, subjective levels of DF were collected. Results: Relative to baseline, delays led to higher levels of self-reported DF and increases in corresponding behavioural and psychophysiological metrics, including a novel measure of click force. Importantly, ADHD symptoms did not predict changes in behavioural or psychophysiological metrics but did predict higher self-reported DF, whereas anxiety symptoms predicted increased click duration and heart rate over-and-above delay and ADHD symptoms. Conclusion: Our preliminary findings indicate that anxiety might be associated with behavioural displays of DF. Going beyond existing approaches in the literature, anxiety (but not ADHD) might also be related to a stronger psycho-physiological response, whereas ADHD (but not anxiety) might be associated with higher perceived DF.

Exploring the relationship between trait and state boredom, self-regulation and sleep

Yusra Khan*, James Danckert, & Jamie Nettinga
(yjkhan@uwaterloo.ca; she/her)

This study explored the relationships between trait and state boredom, self-regulation (self-control and rumination), and sleep behaviors, including sleep hygiene, bedtime procrastination, and sleep quality, among 323 undergraduates using previously validated scales. Findings revealed that trait boredom consistently predicted poor sleep hygiene, increased bedtime procrastination, and reduced sleep quality, highlighting its pervasive influence across multiple sleep domains. While state boredom also impacted sleep hygiene and quality, it was not a significant predictor of bedtime procrastination. Rumination, characterized by repetitive negative thoughts, emerged as a strong predictor of poor sleep hygiene and diminished sleep quality, emphasizing its disruptive role in sleep-related processes. Rumination was also positively correlated with both trait and state boredom. Self-control, which is typically negatively associated with boredom proneness, was also negatively associated with bedtime procrastination and poor sleep hygiene, suggesting its protective effects on maintaining healthy sleep behaviors. The findings of this study suggest that boredom, especially trait boredom, along with rumination and self-control, significantly influences sleep behaviors and quality.

DEVELOPMENTAL

Sunk cost predictions as theory of mind

Amy Howard*, Claudia Sehl, Stephanie Denison, & Ori Friedman
(a6howard@uwaterloo.ca; she/her)

People often predict that they, and others, will be biased by sunk costs—they think that investing in an object or goal increases how much one values or wants it. In this article, we use sunk cost predictions to look at people's theory of mind and their conceptions of mental life. More specifically, we ask which mental states and motivations are seen as underlying the bias. To investigate this, participants in two preregistered experiments predicted whether different kinds of agents would be biased by sunk costs, and also assessed the agents' mental abilities. Participants predicted that some kinds of agents (e.g., human adults and children, robots) would show the sunk cost bias and that others would not (e.g., raccoons and human babies). These predictions were strongly related to the participants' assessments of whether the different kinds of agents are capable of seeing actions as wasteful, but also related to their assessments of the agents' capacities to feel regret and frustration

Exploring the associations between parent and child affect during a problem-solving task

Annamaria Savic*, Heather Henderson, Stephanie Denison, & Nadine Ghanem
(amsavic@uwaterloo.ca; she/her)

When children express positive emotions, their attentional frame is broadened, enhancing social and cognitive development (Denovan et al., 2016; Shoshani et al., 2021). Grounded in the Broaden-and-Build Theory (Fredrickson, 1998), this proposal aims to examine how parent-child shared positive affect influences a child's learning and autonomous problem-solving. This experimental design examines how parents' goal orientation impacts the frequency of shared positive affect and children's problem-solving behaviours. It is hypothesized that process-oriented dyads ('focus on your child's learning experience') will express more instances of shared positive affect, encouraging more persistence and autonomy in children. Conversely, outcome-oriented dyads ('focus on getting the puzzles done') will express less shared positive affect, leading to lower

persistence and autonomy in children during an independent task. Data will be leveraged from a larger study examining parents' goals orientations, joint attention, and dyadic interactions ($N = 160$; 80 dyads; child $Mage = 4.43$). Parents were randomly assigned to either a processor an outcome-oriented condition. Parent-child dyads first completed a puzzle task, followed by a Lego task completed independently by the child. Parent-child positive affect is currently being coded using a novel coding scheme, and patterns will be examined using State-Space Grid analyses to classify dyads based on their relative levels of shared positive affect. Regression models will then examine the dyadic profiles in relation to children's persistence on a subsequent independent task. This study will extend the Broaden-and-Build theory to a dyadic level, emphasizing the importance of shared positive affect in children's autonomous problem-solving abilities.

Children use category-level similarities to infer friendships

Ayshe Ozlu*, Claudia Sehl, Stephanie Denison, & Ori Friedman
(aozlu@uwaterloo.ca; she/her)

Identifying and understanding the social relationships and networks surrounding us can help us navigate the social world. One way we infer social affiliations is by attending to shared preferences. However, in everyday life, sharing interests does not always come down to having identical preferences. We not only use item-level similarities to infer friendships but also use category-level similarities. We do not yet know, though, how children come to infer friendships from category-level similarities. We investigated this in two experiments on 4-7-year-olds (total $N = 162$). In Experiment 1, children saw two characters and some things each liked and judged whether the characters were friends. In overlap trials, the characters had the same broad interests. In no-overlap trials, the characters had entirely different interests. We found that children saw category-level similarities as informative about friendships and were more likely to judge that characters were friends if they had overlapping interests as opposed to none. Next, we examined whether children were sensitive to the number of shared interests that individuals share. In Experiment 2, the characters either shared four broad interests, two broad interests, or none.

Children were again sensitive to whether the characters had shared broad interests. However, children were insensitive to the number of shared preferences. Together, our findings indicate that starting at 5 years of age, children can use category-level similarities to infer friendships. Crucially, children in the experiments could not reason about item-level similarities because the characters never had the same particular preferences.

The influence of negative affect on individuals' perceptions of unfamiliar peers

Elaria Ebeid*, Sarah English, Kristie L. Poole, Linda Sosa-Hernandez, & Heather Henderson
(eebeid@uwaterloo.ca)

Social Information Processing (SIP) influences how children interpret social interactions, with trait inference being a key mechanism (Crick & Dodge, 1994). Trait inference refers to the process of assigning characteristics (e.g., "nice" or "mean") to others based on limited information (Heyman & Gelman, 1998). While temperament is known to shape SIP (Rothbart & Bates, 2006), little research has examined how children form impressions of unfamiliar peers following live interactions. This study explored whether child temperament predicts the impressions children form when getting to know a new peer. Participants were 186 children ($Mage = 10.72$, $SD = 1.09$) who engaged in three unstructured, five-minute Zoom interactions with an unfamiliar, age- and gender-matched peer. Social engagement was rated by third-party observers, and children provided ratings of their peer's positive and negative traits after each session. Parent-reported temperament was assessed using the Early Adolescent Temperament Questionnaire-Revised (EATQ-R; Ellis & Rothbart, 2001). Preliminary analyses showed that children's perceptions remained stable across sessions ($rs = .56-.66$). Repeated measures ANCOVAs revealed a main effect of Negative Affect on negative peer perceptions, $F(1, 162) = 4.780$, $p = .030$, which persisted after controlling for the partner's temperament and social engagement, $F(1, 151) = 4.704$, $p = .032$. These findings suggest that children higher in Negative Affect form and maintain more negative peer impressions, regardless of actual interaction quality. This highlights temperament's role in SIP biases, with implications for peer relationships and interventions targeting negative first impressions.

"Sorry, I didn't get that": Causal attributions in voice assistant interactions

Emily Shiu* & Katherine S. White
(egshiu@uwaterloo.ca; she/her)

Misunderstandings are common in conversation, sometimes resulting in a "communication breakdown" when the listener fails to understand the speaker. These breakdowns may stem from issues such as pronunciation differences or contextual misunderstandings, and figuring out the breakdown cause requires integrating contextual cues with prior knowledge. Further factors such as individuals differing in language background can introduce additional. Late-learner bilinguals, for example, must consider factors such as accent and vocabulary familiarity. Since understanding a partner's linguistic abilities and shared knowledge is also key to correctly identifying the breakdown's cause, additional considerations arise when interacting with a voice assistant – a non-human conversation partner. Users may attribute breakdowns differently when speaking to a computer, as capabilities differ from that of a human. In this study, we examine how people attribute causes of communication breakdowns in human-human versus human-computer interactions, with a focus on participant language background (Monolinguals, Early Bilinguals, and Late Bilinguals). Participants listened to sample conversations where a communication breakdown occurred – either between two humans or between a user and a voice assistant – and were asked to select the most fitting breakdown cause in a forced-choice task. We predict that attribution patterns will vary based on participants' language backgrounds and whether the sample conversation involved a human or a voice assistant listener. Findings will provide insight into cognitive processes in voice assistant interactions and inform the development of more inclusive conversational AI.

Is it trash? Children's reasoning about inconsistency in function

Kirruthikah Vadivel*, Elizabeth Lapidow, & Stephanie Denison
(k2vadive@uwaterloo.ca; she/her)

We need tools to perform their functions most of the time, however we don't expect them to constantly work. Past work shows children care deeply about

whether or not objects successfully perform their intended functions, when this is presented as differences between consistent failure or consistent success. This study will explore whether children deem inconsistently functioning objects (i.e., ones that perform their function some of the time) as needing replacement and how this decision is influenced by the domain of the object. Children (5- to 7-years-old) will view scenarios where objects succeed or fail in performing their functions with varying reliability. For each object, children will be asked whether the object should be replaced. Two of the objects (an Electric Scooter and Computer) will belong to the mechanical domain, and two objects (Medicine, Sunscreen) will belong to the biological domain. We hypothesize that the tolerance for inconsistency will depend on the type of object, with objects in the mechanical domain judged as needing replacement more often than those in the biological domain. The findings aim to deepen our understanding of how young learners balance expectations of reliability with their developing understanding of function and causality in the real-world.

The impact of an initial experience on a child's behaviour during a subsequent, open-ended task

Nisa Ardeshiri*, Heather A. Henderson, & Stephanie Denison
(nardeshi@uwaterloo.ca; she/her)

It can be tempting to do things for young children. They often make mistakes or messes, and parents and teachers are pressed for time. But children are also learning: one day they'll need to tie their own shoes and get their own breakfast, and parents and teachers probably want children to feel empowered and capable. So, what happens when adults intrude on activities that a child could probably accomplish on their own? This study, conducted for my thesis, assessed how parent-child interactions during an initial puzzle task affected child behaviour during a subsequent free-play task (a pretend picnic). Fifty parent-child dyads (Mean age = 4.48) were randomly placed in one of two conditions for the puzzle task: outcome-oriented, where parents were told that the goal was to complete the task on time, or process-oriented, where parents were told that their child's learning and enjoyment was the goal. Another student coded parental behaviour during the initial task and found more intrusion in the outcome-

oriented condition. In my thesis, I coded the child's behaviour during the picnic task for expressions of uncertainty (e.g., "I can't do this." "Will you help me?") to see whether the initial experience in the puzzle task influenced this. Children in the outcome-oriented condition expressed more uncertainty during this task than those in the process-oriented condition ($t(48) = 2.57, p = .013$). These findings suggest that parental intrusion in an initial task can lead to increased expressions of a child's uncertainty during later tasks.

Validation of a novel measure of children's affiliative language use during peer interactions

Sarah D. English*, Linda Sosa-Hernandez, Kristie L. Poole, & Heather A. Henderson
(senglish@uwaterloo.ca; she/her)

Social connection is a fundamental human need that motivates the way we engage with others (Baumeister & Leary, 1995). Using affiliative language signals motivation to establish and maintain social connections, yet research has primarily focused on affiliative language use in adults (e.g., Leaper & Ayers, 2007). Less is known about how children use affiliative language – specifically when fostering new social relationships. This study validated a novel measure of children's affiliative language use – the Child Affiliative Language (CAL) dictionary – during live peer interactions using the text-analysis software Linguistic Inquiry and Word Count (LIWC; Pennebaker et al., 2015). Data were leveraged from the first session of a longitudinal study of temperament and peer relationships ($N = 186$; 93 dyads; 108 females; $Mage = 10.72, SD = 1.09$). Children completed structured and unstructured tasks online across three sessions with an unfamiliar peer. Together, dyads completed a 5-minute 'get to know you' (GTKY) interaction (Usher et al., 2015) and a cooperative brainstorming task. Children independently completed a questionnaire regarding perceptions of the interaction (Usher et al., 2018). Transcripts from the GTKY task were analyzed in LIWC, yielding a proportion score for each child. To assess validity, affiliative language scores were correlated with measures of social engagement, partner perceptions, and parent reports of temperament and social skills. The CAL dictionary demonstrated good convergent validity with measures of social engagement, partner-rated liking,

and partner-rated perception of interaction quality ($p's < .05$), and good discriminant validity when compared to measures of receptive vocabulary, and general social skills ($p's = ns$). Additionally, children used a greater proportion of affiliative language in the GTKY task compared to the brainstorming task, ($t(183) = 9.86, p < .001$), suggesting sensitivity to task demands. Findings provide initial evidence for the CAL dictionary as a valid method for assessing children's affiliative language use, capturing strategies used to signal their motivation to form social connections beyond general talkativeness and language abilities.

INDUSTRIAL-ORGANIZATIONAL

A fairness paradox: Are overall fairness perceptions associated with lower support for diversity initiatives?

Alison Stephens* & Ramona Bobocel
(a8stephe@uwaterloo.ca; she/her)

The success of diversity initiatives in the workplace depends on support from members of the organization. Research is therefore needed to examine predictors of employee support for diversity initiatives. In the present research, we investigated the relationship between employees' overall fairness perceptions—their holistic impressions of their organization's fairness—and their support for diversity initiatives. Drawing on fairness heuristic theory (Lind et al., 2001), we examined whether support for diversity is, paradoxically, lower among employees who perceive their organization as generally fair because employees perceive that such initiatives are not needed. A cross-sectional survey ($N = 314$ working adults) supported the predicted negative indirect effect via perceived need: Employees with greater overall fairness perceptions were less supportive of diversity initiatives in their organization because of diminished perceptions of the need for these policies. Unexpectedly, we also observed a significant positive direct effect of overall fairness perceptions on support for diversity initiatives. Together, our findings suggest that overall fairness perceptions may have both negative and positive effects on support for diversity initiatives, but via different mechanisms. Theoretical contributions and practical implications will be discussed.

Microaggressions in the workplace: Identity protection responses and promotion seeking behaviours

Charlotte Young* & Wendi Adair
(c43young@uwaterloo.ca; she/her)

There has long been a struggle for minority groups to earn promotions in the workplace (Allamano, 2023). This is partially due to barriers such as lack of informal communication and stereotyping (Kilian et al., 2004). However, an overlooked barrier is microaggressions, defined as verbal, behavioural and environmental indignities used to communicate hostility (Sue et al., 2007). Furthermore, microaggressions activate social identity threat responses (SITR) in an individual because they attack minority identities (Kim & Meister, 2023). Drawing on conservation of resources theory, we suggest microaggressions will force the individual to use their resources for relieving stress caused by engaging in SITR (Hobfoll, 1989). This may leave the individual without the resources needed to seek promotions. To explore this theory, we conducted a survey study on Prolific, asking individuals to fill out scales for microaggressions, SITR and managerial aspirations. Preliminary analyses demonstrate a positive correlation between microaggressions and SITR, and surprisingly a positive relationship with promotion seeking behaviours. While microaggressions are correlated with increased SITR, the SITRs may be so effective that the individual can mitigate the effects of microaggressions. This suggests that while there is an impact of microaggressions in the workplace, it can be reduced with SITR.

Innocent but implicated: How employee well-being and self-esteem are affected by organizational transgressions

Esosa Omoregbee*, Annika Hillebrandt, & Maria F. Saldahna

(eomoregb@uwaterloo.ca; she/her)

From environmental pollution to fraud and corruption, organizations often violate moral standards. However, scholars have a limited understanding of the impact of such moral violations on the organization's employees. Drawing on self-discrepancy theory, we propose that following an organizational transgression, employees may perceive a discrepancy between the moral and/or agentic person they ought to be (i.e., their ideal self)

and the kind of person they really are (i.e., their actual self). In turn, these perceived discrepancies can lead employees to experience reduced subjective well-being and self-esteem. To test this model, we used a validated vignette. Full-time employees were randomly assigned to conditions in which they imagined working for an organization that had committed versus not committed a moral transgression. Next, participants completed measures of perceived morality, agency, well-being, and self-esteem. The findings provided support for our proposed parallel mediation model. This research advances the behavioural ethics literature by increasing our understanding of the impact of organizational transgressions on employees who were not personally responsible for the transgression. Practically, these insights are important for developing interventions aimed at protecting employee well-being and self-esteem following organizational transgressions.

SOCIAL

Activating allyship from advantaged groups: Does responsibility or relevance messaging increase intended action against discrimination?

Alyssa Ngo Bao Tran Nguyen*, Jessica Trickey, & Hilary B. Bergsieker

(anbtnguy@uwaterloo.ca; she/her)

Understanding the conditions that promote allyship—active support and advocacy for marginalized groups—is critical for addressing systemic racial disparities. The following study examines how different framings of one's psychological standing (i.e., composed of perceived responsibility to act and one's personal relevance to an issue) to challenge a racial wage gap may influence likelihood of taking action to reduce the gap. White participants (target N = 200) will complete an online survey in which they are randomly assigned to read a news article framing racial wage gaps in one of three conditions: (1) Responsibility (emphasizing the advantaged group's role in challenging the wage gap), (2) Relevance (highlighting the wage gap's impact on the participant or their ingroups), or (3) Control (neutral framing). Orthogonal contrasts in ANOVA will test whether framing action as relevant to participants elicits the highest levels of intended allyship behaviors, followed by emphasizing responsibility,

with the control condition eliciting the least allyship action. Additionally, we test whether reductions in expected backlash mediate effects of the responsibility frame and whether ingroup bias moderates (i.e., reduces) effects of the responsibility and relevance frames on intended allyship insofar as individuals perceive a threat to their group's privileged status. This study contributes to a growing literature on the psychology of allyship, offering insights into how media and advocacy efforts can frame social justice issues to maximize engagement from advantaged groups.

Can I (still) trust you? Betrayal type and reparative motives matter in romantic relationships

Aneek Romana*, Connery Knox, & Hilary Bergsieker
(aromana@uwaterloo.ca; she/her)

Trust undergirds romantic relationships, furnishing the emotional security needed for intimacy to flourish, but trust betrayals can disrupt this foundation. This experiment tests effects of betrayal domain, reparative motive, and restorative actions on psychological processes implicated in rebuilding trust. In a between-participants design, 391 undergraduates read about a person betraying their romantic partner's trust in one of two domains (benevolence or competence), then expressing either self- or partner-focused motivation and taking either (benevolence- or competence-focused restorative actions). Participants reported their perception of betrayal severity and relationship trust/commitment levels from betrayer and victim perspectives. Participants judged benevolence-based (vs. competence-based) betrayals as more severe in turn leading to lower levels of trust and commitment among victims. However, when betrayers expressed partner-focused (vs. self-focused) motivation to repair the relationship, participants anticipated higher levels of victim trust (marginally) and perceived care for the victim. Partner-focused motivation also led to greater perceived betrayer commitment after benevolence (but not competence) betrayal. Finally, as theorized, effects of betrayal type on victim trust were accounted for by perceived betrayer commitment, and restorative motive moderated this indirect effect. Overall, betrayal domain and betrayer motivation to rebuild appear particularly important for rebuilding trust in romantic relationships.

Rewards of risky interdependence: Inducing trust (vs. liking) at zero acquaintance

Connery Knox*, Emily Cyr, & Hilary Bergsieker
(cj2knox@uwaterloo.ca; he/him)

Building trust between strangers can be difficult, especially across social or racial divides. Yet trust-building holds promise for fostering friendship, strengthening social networks, and improving intergroup relations. Here, we test a trust-building intervention based on a “risky” iterative prisoner's dilemma game (PDG) in which (a) real money is at stake and (b) partner decisions are known after each round. To succeed, participants take risks to establish trust, overcoming self-interest to achieve mutual gains. Five studies (N = 916) compare this risky interdependence PDG against a “safe” PDG with no money at stake and hidden choices. Experiencing the risky (vs. safe) PDG led to large increases in dyadic trust, more so than liking or other relational outcomes (Studies 1, 4, & 5). Effects were equivalent for both same- and cross-race dyads. Forecasters vividly imagining the experience substantially underestimated others' cooperation in risky interdependence situations, and the associated trust gains (Studies 2 & 3). Risky interdependence is a powerful tool for building trust: Opportunities for intervention in personal, business, academic, and other relationships are discussed.

Surrounded by allies...or not: Connecting men's allyship to women's fit and belonging in STEM

Jessica Trickey*, Hilary B. Bergsieker, William Hall, Lucy De Souza, & Toni Schmader
(jtrickey@uwaterloo.ca; she/her)

Women routinely experience social identity threat and burnout in STEM (Science, Technology, Engineering, and Mathematics) workplaces, particularly after interactions with men that cue feelings of incompetence and low belonging (Hall et al., 2015). However, inclusive interactions with men can mitigate these stressors. We posit that allyship—defined here as action intended to support women in STEM—from men can improve workplace outcomes for women. In three field studies, over 1,700 STEM professionals recruited from industry partners reported the perceived prevalence of men's and women's allyship toward women, and their own workplace outcomes. As pre-registered, men's allyship predicted (a) greater fit and engagement among women (mediated by workplace inclusion),

(b) lower social identity threat among women, and (c) greater allyship motivation among men. Men's allyship prevalence also buffered women against the negative effects of gender bias on feelings of fit. Most effects hold when controlling for women's allyship prevalence, underscoring the importance of allyship from men in particular for improving workplace outcomes and reducing STEM's "chilly climate" for women.

Is athleisure "nice"? Effects of identity, attractiveness, and formality on social judgments of dress

Kashish Kahlon* & Neil Hester
(k2kahlon@uwaterloo.ca; she/her)

The attractiveness halo effect is a cognitive bias where people associate positive personality traits with attractive individuals. The present research explores a novel instance of this effect, examining how perceived attractiveness impacts judgments of effort and style in dress. Across two studies, we examined how formality and attractiveness interact to shape perceptions of the individual. In Study 1, 116 participants rated separate face (N = 323) and clothing (N = 450) images. We found that facial attractiveness positively predicts perceived effort and style with no significant interaction between attractiveness and formality. In Study 2, 145 participants rated full-body stimuli (N = 240). We replicated the finding in Study 1 and additionally found that the effects of attractiveness on effort and style were stronger for targets wearing informal clothing (e.g., streetwear). This novel expansion of the attractiveness halo effect has practical implications for how individuals navigate fashion-related social judgments. For instance, more attractive individuals may face lower expectations in formal contexts, allowing them greater flexibility in their fashion choices for settings like job interviews or first dates. These findings might also be relevant to the formation of fashion trends, which "trickle down" from celebrities and influencers to the general public. By utilizing diverse stimuli, our findings aim to generalize across different racial and gender groups, addressing gaps in previous literature predominantly focused on White samples. More broadly, this research contributes to understanding the role of attractiveness bias in fashion perception and underscores the need to consider such biases in fashion research.

Beyond the binary: Attraction stereotypes across diverse groups

Krista Quinn* & Neil Hester
(k6quinn@uwaterloo.ca; she/her)

Psychologists have identified a number of characteristics that impact judgments of attraction, including physical appearance, personality, earning potential, and social status. Prior research has focused on evaluating self-report judgements of which factors people prioritize when selecting partners, but less work has investigated the beliefs people hold about what matters to others. Furthermore, past literature has focused on gender differences, yet lacks diversity and is influenced by a cisnormative, heteronormative bias. The present work ventures to examine how people's perceptions of others' attraction priorities are affected by targets' unique intersectional identities. University (N=214) and online (N=737) samples—featuring straight, bisexual, and gay men, women, and non-binary individuals—rated the perceived importance of ten traits for judging attractiveness for six gender-by-sexuality groups, as well as the priority of these traits when choosing their own partners. We describe attraction stereotypes across gender-by-sexuality groups, examine how these patterns are moderated by perceiver identity, and compare self-reported attraction patterns to stereotypical patterns.

Exploring university students' willingness to seek peer support and establish a sense of belonging: Impact on perceptions of peer support, sense of belonging, and well-being

Nalini Jeyamohan*, Maureen T.B. Drysdale, & Sarah A. Callaghan
(njeyamoh@uwaterloo.ca; she/her)

The mixed-methods study explored the well-being of university students, focusing on their willingness to seek peer support and establish a sense of belonging. Using data from 156 undergraduate students who completed an online questionnaire, the study examined the barriers and motivations that influenced these behaviours. This study identified effective strategies for enhancing students' experiences and overall well-being. The findings revealed that while many students use both in-person and online support methods, a significant portion (71.2%) have not actively sought out peer

support. This called attention to gaps in awareness and accessibility of resources provided in the university community. Additionally, students who sought peer support reported higher levels of perceived social support compared to those who did not. Common barriers to seeking support included lack of awareness about available resources, social anxiety, and time constraints, with first-year students particularly struggling to navigate these challenges. Most students preferred in-person support for its meaningful connections and authenticity, while the few who mentioned enjoying online methods cited the convenience and comfort associated with it. Based on the study results, implications include the importance of developing inclusive, accessible, and flexible support systems that address the needs of students while fostering a sense of belonging. By reducing barriers and promoting peer support, universities can better provide a supportive and engaging environment that improves the mental health and well-being of students.

short, unless they also recognize the role of race in POC's lived experiences of racism.

**White responses to discrimination disclosures:
Validating, reframing, or recognizing racism?**

Shawn Yee*, Erik Jansen, Sherman Kwok, Pamela Campos-Ordóñez, Denise Marigold, & Hilary Bergsieker

(s6yee@uwaterloo.ca; he/him)

When people of color (POC) disclose lived experiences of racism, when and why do White people intend to provide validation versus reframing, and how is it received? First, when 451 White participants wrote responses to POC sharing racial (vs. nonracial) negative experiences (Studies 1a-c), they intended to provide more validation and less reframing, especially if they recognized the role of race. Next, samples of these written responses were rated by 321 POC and 176 White undergraduates, who felt more supported by validating than reframing responses (Studies 2a-b). Finally, in a live video call (Study 3), 154 White participants each reacted to a Black or White confederate sharing a standardized negative experience. For racial (vs. non-racial) disclosures, White participants intended to provide marginally more validation, but Black confederates reported receiving less validation, especially when participants had (privately) failed to recognize the role of race. Thus, White people's intentions to provide responsive support may fall