AN INDIVIDUALISTIC PRIME LEADS TO HIGHER RISK TAKING FOR GAINS

TYLER PHILLIPS, AUSTIN MEYER, OLIVIA DRAKE, REBECCA WELDON (JUNIATA COLLEGE)

People tend to be risk-seeking for losses and risk-averse for gains, which is often referred to as the risky-choice framing effect. In this study, participants completed an individualistic or collectivistic framing task before making choices between a sure versus a risky option. We found that higher socioeconomic status participants given an individualistic prime made as many risky choices for gains as for losses. Thinking about oneself versus the group can modulate the traditional framing effect.

POSTER 57
THE EFFECTS OF MISLEADING INFORMATION ON EYEWITNESS MEMORY

KAYLEE GOJKOVICH, JENNA MATIJEVIC, VICTORIA MONSTROLA, JESSICA RADIOIC, CALEIGH WILLIAMS (SAINT VINCENT COLLEGE)

We investigated the influence of central and peripheral details of misinformation on eyewitness memory. 63 participants watched a video of a theft and then answered questions about it. In one condition, the questions contained misinformation about central and peripheral details. Then, participants answered questions pertaining to the misinformation. Participants who received the misleading questionnaire reported more misinformation and answered more of the questions incorrectly. Participants also reported more peripheral details of misinformation than central details.

POSTER 58
WITH AGE COMES INSIGHT? GREATER SOLUTIONS VIA INSIGHT IN COMMUNITY-DWELLING OLDER ADULTS

EZRA WEGBREIT, JORDAN ARCHIBEQUE (CAZENOVIA COLLEGE)

Introduction: Solutions sometimes come as sudden insights (“Ahas!”). To our knowledge, insights have only been studied in undergraduates.

Methods: Older adults completed Compound Remote Associates (CRA), word problems that can be solved with insight. We compared older adults’ performance to two undergraduate samples.

Results: The older adults solved significantly more CRA and reported more insights than both undergraduate samples.

Conclusion: This study represents the first measurement of insight in non-undergraduate samples.

POSTER 59
STIMULUS-DRIVEN CONTROL IN THE ABSENCE OF CONTINGENCY LEARNING

THOMAS HUTCHEON, BELLE COFFEY, CLARA GRIFFIN, DARIA KOLOVSOKAIA, IMMANUEL ZION (BARD COLLEGE)

Stimulus-driven control refers to a fast and flexible form of cognitive control that emerges as a function of task experience. However, experimental manipulations in which stimulus-driven control is observed are confounded by stimulus-response contingencies. In the current experiment, we implement one such manipulation under conditions previously shown to prevent contingency learning. We found evidence for stimulus-driven control when contingency learning is prevented, thus clarifying the presence of stimulus-driven control.

POSTER 60
THE IMPACT OF AMBIGUOUS THREAT ON BEHAVIORAL INHIBITION IN SOCIAL ANXIETY

LAURA EGAN (ST. FRANCIS COLLEGE), SERENA DURAN, NAFFISAT ATANDA (MIDWOOD HIGH SCHOOL)

Cognitive processing biases in attention, interpretation, and memory play a key role in anxiety disorder. In particular, social anxiety is characterized by a tendency to interpret ambiguous information as threatening. The present study explored the impact of this cognitive bias on subsequent behavioral inhibition and its relationship to stress reactivity. Ambiguous threats appear to have a disruptive effect behavioral inhibition, which is in turn associated with social anxiety symptoms and stress reactivity.

POSTER 61
THE EFFECT OF TIMING OF CHANGE ON CHANGE BLINDNESS AND EYEWITNESS IDENTIFICATION

JESSICA RAY-MARINO, KYLE WARD (SAINT VINCENT COLLEGE)

We explored the effects of timing of change of actors on change blindness and eyewitness identification. We manipulated the visualization of actors in a video to switch places either before or after a simulated theft. Participants were asked about what they had noticed in the video. Rates of noticing were measured via an open-ended response. We found that participants were more likely to notice the switch when it occurred before the theft than after.

POSTER 62
PERCEPTUAL LEARNING WITH CORRECTIVE FEEDBACK: WHO’S HANDWRITING IS THIS?

WILLIAM MCCARTHY, LARENCE BECKER (SALISBURY UNIVERSITY)

Can humans learn visual categories using corrective feedback, as computers do? Participants learned the handwriting style of three writers. Group one studied labeled handwriting samples; group two was presented unlabeled samples (no author name), made a response and received corrective feedback regarding the author. Performance at test was similar for each group, suggesting no advantage for either study method. We theorize that a longer study phase may be needed for corrective feedback learning to occur.