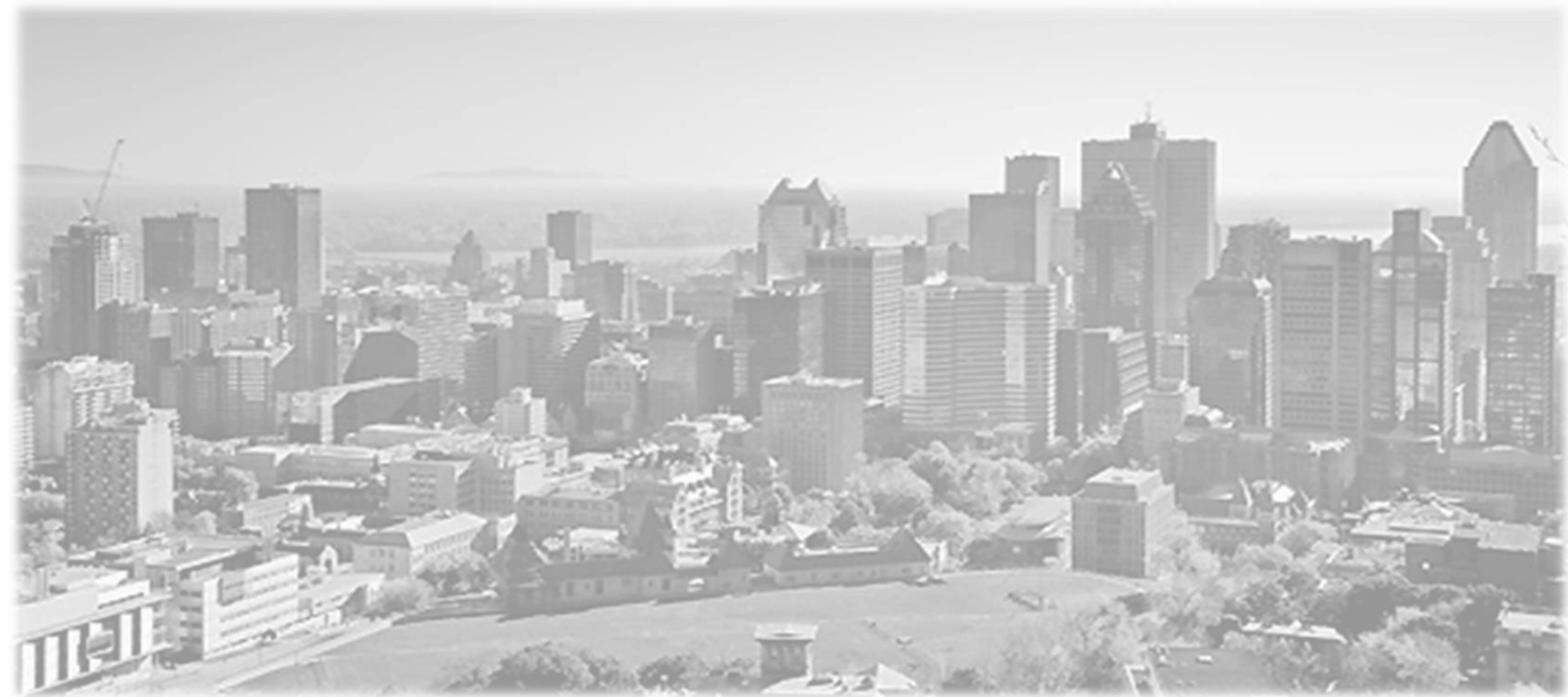




9th Annual Human Development Conference Program

The 8th of May, 2025

“Mobilizing Inclusion, Diversity & Accessibility”



McGill

Welcome to the Annual Human Development Conference 2025!

We are very excited to welcome you, and Keynote Speaker Dr. Diana Cárdenas, to the ninth annual conference, highlighting excellent research in the area of human development being conducted by established and emerging scholars in the greater Montreal area. This conference has been organized by the graduate students of the Human Development program in the Department of Educational and Counselling Psychology at McGill University. The [Human Development program](#) is research-intensive, with many of the students pursuing academic or leadership positions following graduation. We are very much looking forward to hearing about your research and sharing ideas to contribute to and advance the field.

— Graduate Students of the Human Development Program

Thank You to Our Sponsors!



Department of
Educational and Counselling Psychology



CONFERENCE SCHEDULE – MAY 8th, 2025

Learning Commons (EDUC 120)
Education Building, McGill University
3699 Peel St., Montreal, QC

12:00 PM – 13:00 PM	Conference Registration
13:00 PM – 13:15 PM	Welcome
13:15 PM – 14:00 PM	Keynote Speech Dr. Diana Cárdenas
14:00 PM – 14:45 PM	Poster Session Part 1
14:45 PM - 15:00 PM	Coffee Break
15:00 PM – 15:30 PM	Fast-5 Oral Presentation
15:30 PM – 16:15 PM	Poster Session Part 2
16:15 PM – 16:30 PM	Awards & Closing Statements

Introducing Dr. Diana Cárdenas



Education: Assistant Professor, Social Psychology UDEM. BA Psychology, Université Bishops (2006-2009). MA Psychology, Université de Montréal (2010-2012), PhD Psychology, Université de Montréal (2012-2018). Postdoc Université d'Utrecht (2018-2019). Postdoct, Université Nationale de l'Australie (2020-2022). **Disciplines:** Psychology, Public Health. **Areas of expertise:** Social identity, Ethnic identity, COVID-19, Mental health. As a researcher trained in social psychology, she focuses on understanding the development of shared social identities. Her work explores how individuals form a sense of "us" in various contexts, including among immigrants, students, and staff members in schools, and the general population.

Fast-5 Presentations

Presentation 1

Cybervictimization is Associated with Distrust Towards Neighbourhood, School, and Workspace among Visible Minority Youths

Sean (Zhiyuan) Yin¹, Margaux Bouillard¹, Tz-Yu Duan¹, & Dr. Victoria Talwar¹

Youth from minority ethnic groups in Canada face multiple forms of oppressions, with cybervictimization being a significant concern (Kennedy et al., 2024). As previous studies have unveiled the effects of cyberbullying and bullying on general distrust towards others (Carney et al., 2011; Tong et al., 2024), replication of these findings among minority youths is crucial for understanding help-seeking orientations. Thus, the current study examines the effects of cybervictimization on four aspects of trust among ethnic minority youths and young adults in Canada. We used a subset of data from the General Social Survey (Statistics Canada, 2014), which included 138 participants, aged 16-24 years, who (1) self-identify as visible minorities and (2) had previous experiences of cybervictimization. Cybervictimization was measured through five questions that entailed receiving threatening texts, aggressive comments, unwanted pictures, and so forth. Trust was conceptualized as four subcategories: trust towards family, neighbourhood, school or workplace, and strangers. Bivariate correlation analyses revealed that participants who experienced more instances of cybervictimization were less trusting towards their neighbourhood, $r(135) = -.30$, $p < .001$, and towards their school or workplace, $r(135) = -.20$, $p = .019$. No effect was found for trust towards family or strangers. When cyberbullying comes from classmates, colleagues, or anonymous others within the community, victims may dread encountering their bullies in these spaces, creating a sense of vulnerability and distrust towards their environments. Victims may feel that these communities or institutions are unable to protect them, subsequently discouraging help-seeking. Further research should explore the sources of cyberbullying and protective factors against the effects of marginalization.

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Presentation 2

Framing Parental Feedback: How Praise and Criticism Influence Children's Expectations of Future Honesty

Maya Kendall¹, Ipek Isik¹, Leo Tz-Yu¹, Angela Crossman¹, & Victoria Talwar¹

Honesty is a fundamental aspect of moral development, yet the mechanisms through which parental feedback influences children's expectations of future honesty remain underexplored. This study examined the effects of different types of parental feedback—praise and criticism, framed as either disposition-based or process-based—on children's predictions of a character's future truth-telling behaviour. Using a vignette-based methodology, 121 children aged 4–10 ($M = 8.14$, $SD = 1.90$) were presented with scenarios. A 2 (veracity of statement: lie versus truth) x 2 (feedback type: praise versus criticism) x 2 (direction of feedback: the disposition-based versus process-based) vignette design was used, and the effects of age and gender were examined. Results indicated that children expected greater future honesty from characters who told the truth compared to those who lied, regardless of feedback type $F(5.271, 118) = 75.901$, $p < .001$, $\eta^2p = 0.393$. However, feedback type did not significantly affect expectations. A significant interaction between age and vignette type revealed that

older children were more likely to differentiate between disposition-based and process-based criticism in Vignette 3 (Truth/Criticism/Process-Based) compared to Vignette 1 (Lie/Praise/Disposition-Based), while younger children did not show this distinction. No significant gender differences were observed. These findings suggest that while feedback plays a role in children's moral reasoning, the veracity of a statement may be a stronger determinant of future honesty expectations. Implications for parental and educational strategies are discussed, highlighting the importance of age-appropriate feedback to reinforce honesty in children.

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Presentation 3

The Role of Self-Compassion and Gender on Social Anxiety and Social Demonstration-Avoidance Goals in Early Adolescence

Sydney Perkin¹, Sepideh Yasiniyan¹, Dr. Victoria Talwar¹, & Dr. Sandra Bosack¹

Early adolescence is a period of significant social change, during which many individuals set social demonstration-avoidance goals to avoid appearing socially incompetent, a behavior linked to increased social anxiety (Csikszentmihalyi & Larson, 1984; Ryan & Shim, 2012). This study examined whether self-compassion buffers the relationship between these goals and social anxiety. A sample of 207 participants aged 10–14, consisting of 54.1% girls, 44.0% boys, and 2.0% identifying as non-binary or preferring not to disclose their gender, completed the Social Achievement Goals Questionnaire (demonstration-avoidance subscale), the Self-Compassion Scale–Youth Version, and the Social Anxiety Scale. A moderation analysis revealed a significant overall model, $F(5, 201) = 20.74, p < .001$, explaining 34.03% of the variance in social anxiety ($R^2 = .34$). Gender did not moderate the direct association between social demonstration-avoidance goals and social anxiety ($b = .11, p = .19$). However, self-compassion significantly moderated this association ($b = -.19, p = .02$). At lower levels of self-compassion, social demonstration avoidance was associated with increased social anxiety for both males ($b = 0.45, p < .001$) and females ($b = 0.33, p < .001$). With higher self-compassion, this association weakened, becoming non-significant for females ($b = 0.11, p = .16$) but remaining significant for males ($b = 0.22, p = .001$), indicating that self-compassion is protective but less effective for males. Therefore, implementing self-compassion training in classrooms could help prevent the escalation of social anxiety.

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Presentation 4

Triple alignment: Differences of perceived students' collaboration skills among students, parents, and teachers

Yan Liu¹ & Xiaowen Jiang¹

Collaboration skills, a core social-emotional competency, are essential for academic success and well-being in children and adolescents. Within the social ecological framework, teachers and parents are crucial in shaping these skills. However, less is known about the alignment among teachers', parents' and students' own perceptions of collaboration skills for both children and adolescents. With the aim to address this research gap, this study used open-access data from the Organization for Economic

Cooperation and Development survey on social-emotional competencies, focusing on Canadian students with two age cohorts: children (Mage = 10) and adolescents (Mage = 15). Students, parents and teachers provided their assessments of students' collaboration skills, including empathy (N = 346), trust (N = 357), and cooperation (N = 351). A 2-way repeated-measures ANOVA examined differences by age cohorts and assessment sources (self-, parent-, and teacher-assessments). Results with Greenhouse-Geisser adjustment revealed a significant interaction between age cohorts and assessment sources on empathy ($F(1.96, 673.97) = 9.36, p < .001, \text{partial } \eta^2 = .03$), while only main effects of assessment sources on trust and cooperation were significant. Post-hoc pairwise comparisons suggested that, for both children and adolescents, teachers assessed significantly lower levels of students' empathy, trust and cooperation skills than both student- and parent-assessments. Results suggest that while teachers are crucial, there is a gap in their understanding of both children's and adolescents' collaboration skills compared to parents and students themselves. This misalignment underscores the need for improved school-home communication and collaboration to inform interventions aiming to improve students' collaboration skills.

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Presentation 5

Components of Parenting Support Programs Offered to Parents of Children Aged 6 to 12 Followed for Maltreatment

Veronica Scotto¹, Marie-Josée Letarte¹, Stephanie Boutin¹, & Caroline Temcheff¹

Context. Child maltreatment has long-term detrimental effects on psychological, emotional, and cognitive development. In response to this, parenting support programs offered by Youth Protection Services aim to mitigate these consequences. While several successful and evidence-based programs exist, they are not always systematically implemented in youth protection settings, potentially limiting their impact. **Objective.** This study examines parenting support programs currently offered to parents of children aged 6 to 12 followed by Protective Services in Montreal. It compares these programs to the components of those recognized as effective for similar populations. **Method.** Structured interviews with clinician-experts identified five parenting support programs currently offered by Protective Services. These programs were analyzed based on 15 key components associated with effective parenting interventions. **Results.** The findings indicate that the Incredible Years program aligns most closely with established best practices, sharing 14 of the 15 components, particularly in terms of objectives, clinical processes, facilitation methods, and implementation fidelity. The Triple-P program follows, incorporating ten components. **Implications.** These findings can inform clinicians, psycho-educators, and policymakers on optimizing the selection and implementation of parenting programs. Enhancing the integration of these programs could reduce the effects of maltreatment and promote long-term stability in vulnerable families. Future research could then explore how these programs reduce societal costs, such as reliance on health and social services, and mitigate intergenerational trauma cycles.

Keywords: parenting support programs, maltreatment, common components, child protection, intervention programs

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Poster Presentations

Session 1

Poster 1

Perceptions and Attitudes of Professional Psychology Trainees Towards Open Science Practices

Kreidstein, J.¹

Research suggests a discrepancy between the acceptance and adoption of open science practices (McKiernan et al., 2016), emerging in response to the replication crisis that raises concerns about clinical services and questionable research practices. The present study represents several research questions to determine what the next generation of researchers and clinicians currently value in terms of preprinting, preregistration and data sharing that may help this generation avoid, continue, or reverse the replication crisis that is dominating the strength of supporting evidence for implementation science. The push towards widespread practice of OS has emerged arguably in response to the replication crisis. For clinical practice in psychology, unreplicated research raises concerns about the quality of clinical services delivered, especially to specific subpopulations (e.g., ethnic groups, linguistic minorities, socioeconomic status differences), implementation to a variety of practice contexts, and even questionable research practices and fraud. By assessing attitudes of professional trainees nationally, the potential for replication and sound research The preregistration, full survey battery, preprint and shared data are available on Open Science Framework (OSF), at <https://doi.org/10.17605/OSF.IO/57ZVD>. Preliminary analyses ($n = 85$) show most responses from McGill University students ($n = 24$), with the largest groups in Clinical PhD ($n = 19$) and School Psychology PhD ($n = 17$). Respondents report neutral-to-somewhat interest in OS ($\bar{x} = 3.87$), with the highest familiarity with preregistration ($\bar{x} = 2.43$) and lowest with preprints ($\bar{x} = 1.88$). More complex analyses will follow once the sample reaches adequate power ($n = 150$). The implications of these findings will inform psychology supervisors how to best direct their efforts in minimizing students' concerns about and lack of knowledge on engaging in OS practices. This data will be used to anticipate the future practice of OS based on the prospective clinician's familiarity with, perceptions of, and intentions to implement specific OS practices. Future research should further explore pockets of gaps in knowledge across professional domains and academic levels within psychology training programs.

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Poster 2

The Mediating Role of Student-Teacher Relationships Between Adult Acceptance of Diversity and Sense of School Belonging

Sara Marshall¹, Brooke MacLeod¹, Shubhangi Bhardwaj¹, & Chiaki Konishi¹

Students' sense of school belonging (SSB) is a key component of positive school climate (Wang & Degol, 2016), making it vital to understand the contributors to SSB. With the increasing population diversity (Statistics Canada, 2022), adult acceptance of diversity (AAD) becomes an important consideration. Research shows that discrimination by adults is associated with lower SSB (Montoro et al., 2021) while positive student-teacher relationship is an important factor in SSB (STR; Allen et al., 2018). Interestingly, research suggests that AAD may contribute to positive STR (e.g., McHugh et al., 2013). This study used path analysis in predicting SSB, with AAD as a predictor and STR as a mediator, controlling for sex, grade, and ethnicity on STR and SSB. Participants included 201 high school students in Eastern Canada (Mage = 14.84, 33% female). AAD was positively related to STR ($\beta = .527$, $SE = .078$, $p < .001$), but not significantly related to SSB ($\beta = .108$, $SE = .114$, $p = .344$). STR was positively related to SSB ($\beta = .496$, $SE = .061$, $p < .001$), and fully mediated the relationship between AAD and SSB, with a significant indirect effect ($\beta = .261$, $SE = .054$, $p < .001$) and nonsignificant direct effect ($\beta = .108$, $SE = .114$, $p = .344$). In other words, students who perceived greater AAD reported better STR, which was further related to higher SSB. This study highlights the importance of positive STR for promoting students' SSB and the need to create an atmosphere valuing diversity.

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Poster 3

Eyewitness Credibility and Developmental Language Disorder: Does Disclosure Matter?

Jenna Mackenzie¹, Hannah-Gallardo-Cagadoc¹, Larbi Benallal¹, & Dr. Victoria Talwar¹

A significant proportion of young offenders have undiagnosed language impairments, such as Developmental Language Disorder (DLD), a neurodevelopmental condition affecting language comprehension and use. In courtroom settings, poor communication skills may lead to biased perceptions, increasing vulnerability to convictions. Jurors often rely on verbal and nonverbal cues to assess credibility, and individuals with DLD may struggle to provide coherent testimony, appear less confident, or fail to articulate key details, potentially leading to negative judgments. Juror awareness of neurodevelopmental conditions may influence trial outcomes via perceptions of a witness's reliability, intent, and culpability.

This study examines whether informing mock jurors about an eyewitness's DLD affected their decisions. Participants (N = 72, aged 18-65, 21.5% male) were either informed or uninformed of the condition before assessing the defendant's guilt, perceived blameworthiness, and cognitive ability. Results indicated that perceived blameworthiness strongly predicted guilty verdicts in both conditions (informed: $r = -0.529$, $p < .001$; uninformed: $r = -0.479$, $p < .001$). Perceived cognitive ability was negatively associated with blameworthiness, with a stronger effect in the uninformed condition ($r = -0.380$, $p < .001$) than in the informed ($r = -0.316$, $p = .008$). These findings suggest that while informing jurors of a language disorder slightly reduces their reliance on cognitive ability perceptions when assessing blameworthiness, it may not be enough to fully mitigate bias. Jurors who were unaware of the impairment relied more heavily on assumptions about cognitive ability when assessing blameworthiness. Future research should explore more effective strategies to increase juror sensitivity to communication impairments in legal contexts.

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Poster 4

Adolescents' Reasoning about the Involvement of School Authorities in Addressing Peer Harm

Tiana Ferracane¹, Shahd El Tahrawi¹, Laura Pareja Conto¹, Holly Recchia¹, Harriet Petrakos¹, Gabriel Velez¹, & Cecilia Wainryb¹

Although some research suggests that adolescents are wary of adult intervention in the aftermath of peer harm, little is known about adolescents' reasoning about school authorities' involvement. This mixed-methods study addressed this gap by examining adolescents' judgments and reasoning regarding school authorities' intervention in the aftermath of peer harm, including variations across age, gender, and situational contexts. Semi-structured individual interviews were conducted with fifty-eight Canadian high school students (ages 11–17 years), who recalled past experiences of peer harm in school as targets (being harmed), bystanders (witnessing harm), and actors (harming a peer). Participants were asked questions such as whether they found school interventions helpful or fair, whether they wanted staff to intervene, and what school authorities should have done instead. Youth predominately supported adult intervention as bystanders, for physical harm, and for harm from unfamiliar peers, but resisted school involvement for harm involving close peers. Regarding specific strategies, students most frequently endorsed punishment and condemning the harm. Boys favoured punishment more than girls, particularly for harm by unfamiliar peers. Emotional support was preferred for harm within close relationships, whereas students favoured involving other adults and listening for identity-based harm. Two coders conducted inductive thematic analysis of instances where students reported not endorsing adult involvement. Qualitative findings revealed that reluctance to seek help stemmed from fears of escalation and loss of autonomy. Findings emphasize the need for context-sensitive school policies that align with adolescents' perspectives, ensuring interventions not only address harm but also implement the strategies students find most helpful.

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Poster 5

Socioeconomic Status and Stress in Older Adulthood: Moderated by Self-Compassion?

Mirra Lazarus¹, Anne-Marie Saucier¹, & Carsten Wrosch¹

Socioeconomic status (SES) is predictive of health outcomes, stress mediates this association, and these mediating effects increase with age. Self-compassion, treating oneself with the same compassion with which one would treat a loved one, may buffer these effects. This study investigated whether self-compassion moderates the SES-stress association. Using longitudinal data from 250 older adults who participated in the Montreal Aging and Health Study (MAHS), we measured SES, self-compassion, and perceived stress with self-report questionnaires, biological stress with diurnal cortisol samples, as well as covariates (age, sex, and BMI). We hypothesized that SES would be negatively associated with psychological and biological stress, and that these associations would be reduced among individuals with high, as compared to low, self-compassion. The results did not support our hypotheses, but replicated important findings from the literature between several variables, including SES and

psychological stress at both waves ($r = -.23$ and $-.18$, $p < .05$), SES and self-compassion cross-sectionally ($r = -.23$, $p < .05$), and predicting perceived stress from self-compassion cross-sectionally ($B = -3.42$, $p < .001$) and longitudinally ($B = -.229$, $p < .01$). These results suggest that levels of self-compassion are predictive of psychological stress longitudinally and contribute to the body of literature by filling in the research gap regarding this research question, potentially leading to replication across ages.

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Poster 6

Prevalence and factors of Absenteeism in the Cégep Marie-Victorin

Ovidiu Lungu¹ & Mia Lasalle¹

Despite the widely held beliefs that absenteeism has negative effects on many aspects of student life, research in this field is scarce. In addition, less is known about absenteeism rates in Quebec schools, as these statistics are not being reported. In direct response to this knowledge gap, the Cégep Marie-Victorin located in the greater Montreal area, has funded a research project seeking to capture the absenteeism prevalence and factors associated with it in its institution. This project aimed to examine the association between indicators assessing various aspects of student life, as measured by the Sondage provincial sur les étudiants des cégeps (SPEC-2), and indicators pertaining to absenteeism and academic performance. The sample included 406 students (318 females) who have responded to SPEC-2 between 2019-2022. The SPEC-2 questions considered in this study covered four dimensions of student life: (a) difficulties/obstacles in pursuing studies, (b) time and work management, (c) motivation, and (d) college experience. T-tests, ANOVAs and correlations were used to identify the indicators that were associated with or yielded differences in absenteeism and academic performance. Results suggest that while most (c) motivation and (b) work/time management indicators were strongly associated with both absenteeism and academic performance, (a) difficulties/obstacles in pursuing studies and (d) college experience were mainly associated with either absenteeism or academic performance. These findings highlight the need for targeted interventions aimed to reduce the absenteeism and improve academic performance.

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Poster 7

Constructing a Simplified Measure of Adolescent Externalizing Behavioral Traits

Nancy Y Huo¹, Maisha Iqbal¹, Sylvia M L Cox¹, & Marco Leyton¹

Externalizing (EXT) behaviors during childhood and adolescence can form a relatively stable trajectory that predicts later mental health outcomes, including both EXT disorders (e.g., substance use and conduct disorders) and internalizing (INT) disorders (e.g., mood and anxiety disorders). Existing scales that assess EXT often lack specificity or prioritize certain features over others, thereby poorly capturing the construct. As a result, previous studies often create composite scores by averaging responses over time. The purpose of the present study is to derive a data-driven measure that targets adolescent EXT

behavioral traits cross-sectionally in a longitudinally followed birth cohort. Exploratory factor analyses (N = 1193) showed that responses to the selected 25 items at age 13 yielded a five-factor structure, targeting core features of impulsivity, vandalism, opposition, and physical and indirect aggression. Reliability analyses of the instrument indicated good internal consistency. Convergent validity of the new measure was supported by its strong correlation with a previously validated composite EXT score, while divergent validity was indicated by its weaker association with a composite INT score. Although slightly less predictive than the composite EXT score, the new measure still adequately predicted later EXT symptoms and substance use problems. It also demonstrated predictive validity by identifying lifetime DSM-5 diagnoses in a three-factor model with an overall accuracy of 89.2%. Together, these findings provide evidence for the sufficiency of the constructed measure in capturing adolescent EXT behavioral traits cross-sectionally, potentially reducing the need for repeated assessments and extensive data collection over time.

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Poster 8

Hearing Beyond Words: Vocal Emotion Recognition in Cochlear Implant Users

Jade Carriere¹, Cassandra Neumann¹, & Mickael Deroche¹

Vocal emotion recognition is crucial for socioemotional development and communication; however, cochlear implant (CI) users often struggle due to device limitations, particularly in processing prosody. This study examines how CI users identify vocal emotions either through prosody (i.e., how they sound) or semantics (i.e., the content). Both experiments include congruent and incongruent trials where semantics and prosody either match or mismatch. We recruited 36 CI users and 29 age-matched controls (N = 65). Our study demonstrates that CI users had more difficulties when instructed to respond to prosody, and exhibited a larger difference between congruent and incongruent trials. In contrast, CI users faced less challenges when instructed to respond to semantics, and exhibited a smaller difference between trial types. These findings highlight how CI users rely on semantic cues in daily life, shedding light on their challenges with sarcasm and non-literal language.

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Poster 9

Social Media Use in Adolescence: The Role of Verbal Reasoning and Theory of Mind

Nomi Rubin¹, Sepideh Yasiniyan¹, Dr. Serena Lecce, & Dr. Victoria Talwar¹

Social media has become a primary means of communication for adolescents. Previous research suggests that higher social media use is linked to lower cognitive ability (Temler et al, 2024); however, the role of verbal reasoning and theory of mind on social media use has yet to be examined. This study examined the influence of verbal reasoning (WISC-V Subscale-Similarities) and theory of mind (Strange Stories and Silent Film) on social media usage in 80 adolescents aged 11-18. Social media use was categorized into low (less than 2 hours), moderate (3-5 hours), high (6-9 hours), and very high (10+ hours) groups. Using a multinomial logistic regression, results suggested low and high social media

users both had significantly lower similarities scores ($B = -0.19$, $SE = 0.08$, $p = .017$, $\text{Exp}(B) = 0.83$, 95% CI [0.71, 0.97]) and higher Silent film scores ($B = 0.37$, $SE = 0.19$, $p = .048$, $\text{Exp}(B) = 1.44$, 95% CI [1.00, 2.07]). Very high social media users were also more likely to have lower Similarities scores ($B = -0.31$, $SE = 0.12$, $p = .007$, $\text{Exp}(B) = 0.73$, 95% CI [0.58, 0.92]). These results demonstrate that social media usage in adolescence is associated with weaker verbal reasoning abilities but greater theory of mind skills, suggesting they may be more socially attuned at understanding others thoughts and feelings in non-verbal online settings. This research informs interventions that may be targeted at reducing social media use in everyday settings for emerging adolescents.

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Poster 10

Perceptions and Attitudes of Professional Psychology Trainees Towards Open Science Practices

Jamie Kreidstein¹

Research suggests a discrepancy between the acceptance and adoption of open science practices (McKiernan et al., 2016), emerging in response to the replication crisis that raises concerns about clinical services and questionable research practices. The present study represents several research questions to determine what the next generation of researchers and clinicians currently value in terms of preprinting, preregistration and data sharing that may help this generation avoid, continue, or reverse the replication crisis that is dominating the strength of supporting evidence for implementation science. The push towards widespread practice of OS has emerged arguably in response to the replication crisis. For clinical practice in psychology, unreplicated research raises concerns about the quality of clinical services delivered, especially to specific subpopulations (e.g., ethnic groups, linguistic minorities, socioeconomic status differences), implementation to a variety of practice contexts, and even questionable research practices and fraud. By assessing attitudes of professional trainees nationally, the potential for replication and sound research The preregistration, full survey battery, preprint and shared data are available on Open Science Framework (OSF), at <https://doi.org/10.17605/OSF.IO/57ZVD>. Preliminary analyses ($n = 85$) show most responses from McGill University students ($n = 24$), with the largest groups in Clinical PhD ($n = 19$) and School Psychology PhD ($n = 17$). Respondents report neutral-to-somewhat interest in OS ($\bar{x} = 3.87$), with the highest familiarity with preregistration ($\bar{x} = 2.43$) and lowest with preprints ($\bar{x} = 1.88$). More complex analyses will follow once the sample reaches adequate power ($n = 150$). The implications of these findings will inform psychology supervisors how to best direct their efforts in minimizing students' concerns about and lack of knowledge on engaging in OS practices. This data will be used to anticipate the future practice of OS based on the prospective clinician's familiarity with, perceptions of, and intentions to implement specific OS practices. Future research should further explore pockets of gaps in knowledge across professional domains and academic levels within psychology training programs.

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Poster 11***Teachers' Socio-Emotional Skills: A Cornerstone of Primary School Well-Being in Quebec***Ibtissem Ben Alaya¹, Wissal Boughattas¹, Marie-Hélène Véronneau¹, Éric Frenette¹, & Nancy Gaudreau¹

Socio-emotional skills play a central role in educational success and well-being, both for students and teachers. In Quebec, teachers express the need to better understand and develop their own skills before teaching them to their students. This study is based on the CASEL framework which identifies five core areas of socio-emotional skills: self-awareness and self-management as intrapersonal skills, and social awareness, relationship skills, and responsible decision-making as interpersonal skills. To examine how these skills are applied in primary education, a self-assessment questionnaire (Ben Alaya et al., 2024) completed by 176 Quebec teachers aged 20 to 54 is used. Using statistical methods such as t-tests, ANOVA, and post hoc tests, the findings reveal that these skills are occasionally used in teaching practices. Teachers tend to focus more on interpersonal aspects, such as relationship skills, rather than intrapersonal dimensions like self-management. These results underscore the importance of integrating socio-emotional learning more deeply into teachers' professional development, helping them strengthen their own skills before passing them on to their students. Further research, with a broader sample, is needed to build on these findings and explore their broader implications for teachers' training.

¹UQAM UniversityEmail of Corresponding Author: iba.250789@gmail.com**Poster 12*****A Meta-Analysis: The Longitudinal association between Childhood Cognitive Skills and Adolescent Emotional Problems***Mira Saad¹, Audree Bujold¹, Tassew Woldehanna¹, Duc Le Thuc¹, Francisco Diez Canseco¹, Srividya Narayanan Iyer¹, Lea Perret¹, & Massimiliano Orri¹

Background: Poor childhood cognitive abilities have been associated with emotional problems (EP), such as persistent worries and/or unhappiness, later in life. Despite its importance for building good mental health and social capital, early cognitive abilities are seldom explored as predictors of future emotional health – especially in low/middle-income countries. We examined whether childhood cognitive abilities, specifically intelligence, were linked to EP in adolescents from Ethiopia, Peru, Vietnam, and India.

Methods: We analyzed the Young Lives longitudinal study involving ~4000 children. Measures of verbal intelligence include the Peabody Picture Vocabulary Test (PPVT) and writing and reading tests. The Ravens Progressive Matrices (RCMP), mathematics tests, reading and writing tests were collected at 8 years, and the PPVT was measured at 12 years. EP were self-reported using the Strength and Difficulties Questionnaire's at age 15. We used a meta-analysis to investigate the associations between cognitive skills and EP across all 4 countries, adjusting for covariates, such as socioeconomic status, stunting, and school enrollment.

Results: Random-effects analyses yielded the following overall beta coefficients: PPVT = -0.12 (95% CI: -0.16 to -0.07), RCMP = -0.04 (95% CI: -0.17 to -0.09), mathematics = -0.13 (95% CI: -0.17 to -0.09), writing = 0.05 (95% CI: -0.09 to -0.02), reading = -0.06 (95% CI: -0.12 to 0.00). All models produced a small negative beta value, suggesting small but statistically significant negative associations between early cognitive abilities and EP.

Conclusions: Our findings demonstrate that individuals with worse cognitive abilities experienced greater EP. More research is needed to clarify association's contradictories.

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Poster 13

Moderating the Impact of Cyberbullying Interventions: The Role of Baseline Cyberaggression in Explaining Intervention Effectiveness

Margaret Saville¹, Shuangbo Liu¹, Sepideh Yasiniyan¹, & Victoria Talwar¹

Cyberbullying, a prevalent form of aggression among children and adolescents, is a serious issue in today's digital age (Tanrikulu, 2018). Although numerous interventions have been developed to reduce cyberbullying among youth, their effectiveness remains inconsistent, and the factors contributing to this variability are not fully understood (Gaffney et al., 2019). In related fields, youth with higher baseline levels of aggression often exhibit weaker responses to interventions, likely because these individuals exhibit more persistent behavioural patterns (Dishion & Stormshak, 2007). However, no previous meta-analysis has explicitly examined baseline cyberaggression as a moderator of cyberbullying intervention effectiveness. To address this gap, the present meta-analysis synthesized findings from interventions targeting cyberaggression among youth aged 6–18, published after 2017 and before September 2024. A systematic search of six databases yielded 2,529 studies, with 33 meeting PRISMA criteria for inclusion. Meta-regression analysis showed significant moderation by baseline cyberaggression on intervention effectiveness ($B = -0.05$, $SE = 0.01$, $z = -5.70$, $p < .0001$; 95% CI [-0.07, -0.03]). Higher baseline cyberaggression was associated with smaller intervention effects. Significant residual heterogeneity ($QE(100) = 690.42$, $p < .0001$) indicates the presence of unexplained variance, underscoring the need for further investigation into additional moderating factors. These findings indicate that higher baseline cyberaggression diminishes intervention efficacy; applying the same intervention uniformly across all participants, regardless of their initial aggression levels, limits program effectiveness. Future research should focus on tailoring interventions to account for individual differences in aggression severity and exploring additional moderators to enhance intervention outcomes.

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Poster 14

A multi-method approach to exploring gender differences in prosocial behavior in middle childhood

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While we know prosocial behavior, or acting on behalf of another (Hay, 1994), is a ubiquitous phenomenon that appears early in human development, the role of gender in children's prosociality remains unclear. That is, modest differences in girls' and boys' prosocial behavior have previously been

reported when prosocial responding was measured by self-, parent-, or teacher-report (Eisenberg and Fabes, 1998). Yet, in naturalistic or experimental designs, no gender differences in the frequency of helping, sharing, or comforting have been observed (Radke-Yarrow et al., 1983; Dunfield & Kuhlmeier, 2013). This suggests that the likelihood of finding differences in girls' and boys' prosociality may vary as a function of the methods used to study the phenomenon.

This study aimed to build on previous multi-method studies (e.g., Bouchard et al., 2015; Iannotti, 1985) by examining gender differences in prosocial behavior within a broad age-range and administering both behavioral measures and parent-report questionnaires. Overall, 187 3.5- to 7.5-year-olds completed three behavioral tasks measuring their prosocial behavior. Parents completed three questionnaires assessing their child's prosociality. Results showed that girls and boys engaged similarly in prosocial behavior across the three behavioral tasks. However, responses in the parent-report questionnaires indicated that differences in prosociality varied as a function of gender, suggesting that parents' beliefs about their children's prosociality are inconsistent with their child's actual prosocial behavior. Examining gender differences in prosocial behaviors across multiple measures is essential for our understanding of the development of prosociality and the early socialization of gendered expectations.

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Poster 15

The Role of Cognitive and Motor Reserve in Cognitive and Motor Function and Responsivity to Multi-Domain Interventions for Mild Cognitive Impairment– Results from the SYNERGIC.

Mancor, E.1, Montero-Odasso, M.1, Bherer, L.1, & Li, K.1

Cognitive and motor deficits are markers of Mild Cognitive Impairment (MCI), a pre-dementia risk state. Aerobic exercise (AE) and cognitive training (CT) interventions significantly improved cognitive and motor function in older adults with MCI. It has been shown that nearly 50% of dementia cases could be mitigated by the elimination of 12 modifiable risk factors starting in midlife. Cognitive and Motor Reserve (CR/MR) describe the compensation for cognitive and motor loss through lifelong cognitively and physically enriching experiences. We will examine life historical profiles that contribute to CR/MR, if CR/MR predict better cognition and mobility at baseline, and responsivity to interventions for MCI. Method. Participants (n=71) were older adults with MCI randomized to intervention arms: CT+AE, AE only, and control. Baseline and post-intervention assessments of cognition and mobility (simple gait and cognitive-motor dual-tasking gait; DT) were performed and historical data on CR/MR factors were collected. We ran linear regressions to assess baseline outcomes, and linear mixed-effects models to examine if CR/MR influence responsivity to the intervention arms. Results. MR was associated with better executive function and DT velocity at baseline. CR and MR separately and in an interaction predicted some measures of executive function, and MR predicted DT cost. This far, we conclude that accumulated MR may provide a cognitive and motor benefit in MCI, and that CR and MR may mediate the efficacy of interventions. This study illuminates the distinct benefits of CR and MR on intervention efficacy and the relevance of interventions based on life history for MCI.

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Poster 16***Cross-Linguistic Comparisons of Learning Modality: Investigating Text- vs. Video-Based Learning in Multilingual Young Adults***Judy Chu¹ & Safia Belhattab¹

This study explores cross-linguistic comparisons of learning modality in multilingual young adults, focusing on the impact of text-based versus video-based learning. Given the increasing number of bilingual and multilingual learners acquiring knowledge in their second language (L2), it is essential to understand how different modalities affect comprehension and retention. Prior research suggests that speech rate, multimedia learning, and prior linguistic knowledge all contribute to comprehension difficulties in L2 learning to some extent. However, few studies have directly compared the effects of learning modality across different bilingual populations.

Using a within-group design, this research examines two bilingual groups: French-English bilinguals (Safia's study) and Mandarin-English bilinguals (Judy's study). Participants will engage with educational materials in both text and video formats in their L2 (English) and their L1 (French or Mandarin). Comprehension and retention will be assessed using structured post-exposure tests.

This study also aims to investigate the interaction between learning modality and language dominance, addressing a gap in prior research that typically focuses on a single language. Instead of comparing different learners, we investigate how an individual's comprehension differs when learning in their first versus second language using different modalities.

By conducting parallel studies in two linguistically distinct populations, this research will identify whether modality preferences are language-specific or generalizable across bilingual groups. The findings will have implications for instructional design, particularly in multilingual educational settings.

¹McGill UniversityEmail of Corresponding Author: yumeng.chu@mail.mcgill.ca**Poster 17*****Using the 3D Multiple Object Tracking (3D-MOT) Task to explore the developmental trajectory of attentional capabilities***Karissa Vallera¹, Taryn Perelmiter¹, Jocelyn Faubert¹, & Armando Bertone¹

Introduction. Attentional capabilities change with age and are intricately related to both domain-specific (e.g., numeracy and literacy acquisition), and domain-general abilities (e.g., general cognitive ability or IQ). **Aim.** This study aims to (i) examine the development of visual-attentive ability using the 3D-Multiple Object Tracking (3D-MOT), and (ii) assess how 3D-MOT performance is associated with more traditional measures of attention (e.g., CPT-3) and cognitive ability (e.g., WASI-II) at different developmental periods. **Procedure.** 116 neurotypical participants without attentional difficulties (CPT-3 d' score < 59) placed in age groups ranging from childhood through adulthood [6-10 yrs, 11-13 yrs, 14-17 yrs, 18 yrs +] completed the 3D-MOT task at different cognitive load levels (number of tracked items). **Results.** As expected, 3D-MOT performance decreased with increasing load levels across all age groups. 3D-MOT performance increased steadily from 6-10 to 11-13 years across load levels when controlling for fluid reasoning intelligence (PRI) and d' score, until plateauing in adolescence (11-17), with small significant differences depending on load level for adulthood (18+). Results show a significant positive correlation between d' score and 3D-MOT performance for higher load conditions (e.g., 2, 3

and 4 items; $p < .001$). Conclusion. Results support previous research demonstrating (i) that adult-like levels of performance on MOT task appear between 11-13 years (Stubbert et al., 2023; Trick et al., 2009) and (ii) 3D-MOT performance as a proxy measure for attentional ability. Implications. Findings provide support for using the 3D-MOT platform for (i) understanding how attentional capabilities develop and (ii) assessing visually distributed attention.

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Session 2

Poster 1

Ageism and Creativity in the Workplace

Karen Li¹ & Linda Dyer¹

The aging population has prompted ageist stereotypes in the workplace, with many assuming older adults are less productive due to cognitive decline. However, recent evidence challenges this notion, revealing no clear relationship between age and job-performance. Meanwhile, creativity emerges as a vital predictor of job performance, but has yet to be tested under a simulated work environment task. Furthermore, habits promoting cognition, like quality sleep, can improve creativity levels in young adults, but this requires further investigation amongst older populations. This study adopts a holistic approach to examine the interplay between age, cognition, and sleep on individuals' creativity across varied age groups. Using standardized neuropsychological tests and actigraphy to measure cognitive performance and sleep quality, alongside a workplace learning task to assess creativity, our results yielded a negative relationship between age and creativity moderated by working memory. This research could have practical implications for designing work environments that promote creativity and innovation among individuals of all ages, contributing to the development of age-inclusive strategies for fostering creativity in organizational settings.

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Poster 2

Evaluating the Moderating Effects of Negative Affect on Heart Rate during Yoga in Pregnancy

Natasha Martorano¹, Corinne Sejourne¹, & Blaine Ditto¹

Pregnancy is a significant physical and psychological stressor with notable impacts on the cardiovascular functioning of mothers-to-be. Additionally, episodes of negative affect – feelings of distress, guilt, anger, hostility, and disgust – can intensify arousal, further impacting heart rate. Gentle physical activity and mindfulness interventions, such as yoga, have gained research interest as a non-pharmacological intervention for women during gestation due to regulatory benefits for heart rate. The present study aimed to evaluate whether negative affect moderates heart rate following a brief yoga

intervention for women during pregnancy compared to an audiobook control condition. Before and after each session, women between 4 and 32 weeks of gestation, self-reported on their affective states, and heart rate readings were collected using smartphone-embedded photoplethysmography (PPG) technology. Preliminary results suggest that negative affect did not significantly moderate heart rate across the intervention ($F(1,14) = 0.23, p=0.99$). Given the limited body of research regarding physical activity, specifically yoga during pregnancy, this study advances an important discussion, providing insight into how women may be assisted in navigating this significant life event.
Keywords: Heart Rate, Negative Affect, Photoplethysmography, Pregnancy, Yoga

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Poster 3

The Role of Modifiable Risk Factors in Cognitive and Gait Outcomes Among Older Adults With MCI

Diksha Sharma¹, Eden Mancor¹, & Dr Karen Li¹

Background: Mild Cognitive Impairment (MCI) is a risk state for dementia, marked by cognitive decline beyond typical aging, but without diagnosis of dementia. Evidence suggests that physical exercise and cognitive training can delay or improve cognitive function in MCI. Addressing modifiable risk factors like smoking and hypertension could potentially prevent up to 50% of dementia cases, highlighting their significant role in cognitive decline. This study examines the influence of risk factors on baseline cognition and gait and on intervention efficacy. Method: Secondary analyses used data from a 20-week randomized intervention with three arms: combined cognitive training and aerobic exercise, aerobic exercise alone, and a control group. Participants with MCI completed pre- and post-assessments of cognitive function, gait, and cognitive-motor dual-tasking (n=71). Principal components analysis (PCA) on six modifiable risk factor variables identified clusters used to calculate weighted risk scores. Linear regressions will assess the impact of these risk factors on baseline cognition and gait, followed by linear mixed effects (LME) models to evaluate intervention efficacy over time. Results: The PCA identified three components explaining 61.3% of the variance: Cardiometabolic, Mental Health, and Lifestyle-Related factors. Linear regressions and LMEs will reveal how these risk factors relate to baseline cognitive and gait performance and whether they influence intervention responsiveness.

Conclusions: The present study found that modifiable risk factors can be grouped into distinct clusters that may influence intervention outcomes. Findings will illuminate how these factors impact intervention success, potentially informing tailored strategies for cognitive health in aging populations. Future analyses may explore whether sex differences moderate these relationships.

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Poster 4

Intergenerational Transmission: How Messages About Race & Racism are Passed Along Across Generations

Rowina Debalke¹, Shayndel Jim¹ & N.Keita Christophe¹

Racial-ethnic socialization (RES) competency encompasses parents' perceived ability, skills, and confidence having conversations about race and racism with their child. Higher RES competency can facilitate these complex and often difficult conversations, but research examining RES has largely ignored competency and focused on the content of parental RES messages creating gaps in our understanding of RES competency and its predictors. The current study is first to adopt an intergenerational transmission lens, using structural equation modelling, to assess how parents' RES competency mediates relations between grandparent RES content and the RES messages youth receive from their parents among a sample of 585 Black, Asian, and Latine parents (Mage = 44.46, SD = 9.14). While grandparent cultural socialization (CS; racial pride messages) messages were associated with parental confidence ($b = 0.216$, 95% CI [0.137, 0.29]) and skills ($b = 0.202$, 95% CI [0.125, 0.277]), grandparent preparation for bias (P4B; messages on discrimination and coping) messages were only associated with skills ($b = 0.088$, 95% CI [0, 0.18]). Parental confidence was negatively linked with youth-received minimization of race (MR; $b = -0.206$, 95% CI [-0.342, -0.068]) and promotion of mistrust (PM; messages to not trust racial out-group members) messages ($b = -0.126$, 95% CI [-0.246, -0.002]). Parental confidence mediated the relation between grandparent CS and youth-received MR messages ($b = -0.044$, 95% CI [-0.084, -0.016]) and also partially mediated the relation between grandparent CS and youth-received PM messages ($b = 0.027$, 95% CI [-0.059, -0.002]). These findings shed light on how important conversations about race, culture, and racism are transmitted throughout families of colour across generations.

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Poster 5

Maternal Emotion Socialization Behaviors and Child Emotion from Toddlerhood to Preschool

Alessia Rallo¹, Cynthia Di Francesco¹, Lisa A. Serbin¹, & Dale M. Stack¹

We examined how maternal emotion socialization behaviors influence children's negative emotion expression and withdrawn behaviors at a later developmental stage, and whether maternal responses vary with age. The current study used archival data from the Concordia Longitudinal Research Project, which recruited children from low-income Montreal neighborhoods in the late 1970s and followed them into adulthood. The study then expanded to include their offspring, who make up the current sample ($n=37$, 62.2% female). Child emotion expression and maternal responses were coded from videos of a mother-child puzzle task at Time 1 (18 months) and Time 2 (4 years). Withdrawn behaviors at Time 2 were assessed using the Child Behavior Checklist. It was hypothesized that mothers would exhibit more ignore responses to children's negative emotions at Time 2 compared to Time 1. Unsupportive maternal responses at Time 1 were expected to predict increased negative emotions and withdrawn behaviors at Time 2, while supportive responses were expected to predict lower levels of both. A paired-samples t-test was conducted to examine changes in ignore responses, and multiple linear regression analyses assessed whether maternal responses at Time 1 predicted children's negative emotions and withdrawn behaviors at Time 2, controlling for child sex and maternal education. Results revealed a statistically

significant increase in Ignore responses at Time 2, however neither unsupportive nor supportive responses at Time 1 predicted children's negative emotions or withdrawn behaviors at Time 2.

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Poster 6

Understanding Help-Seeking in Children, Exploring the Role of Age and Gender

Solène Roche¹, Cole Dougherty¹, & Dr Kristen Dunfield¹

Developmental psychology research has been interested in understanding prosocial behavior from the perspective of the helper but less has been done regarding the development of children's help-seeking behaviors. There are important gender differences in adult and adolescent help-seeking and there are indications that those differences are present during childhood, but we do not know the developmental pattern of these differences. This exploratory research aims to understand the development of help-seeking behavior and explore how it is modulated by age, gender and the interaction between the two. To study this, we are conducting a parent-report survey of naturalistic help-seeking in youth aged 3- to 12-years-old. Results from this study will inform developmental patterns of different help-seeking dimensions as well as gender differences.

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Poster 7

The Role of Social Connectedness in Adolescent Mental Health

Yulan Pan¹, Sepideh Yasiniyan¹, & Dr. Victoria Talwar¹

Adolescent mental health is a critical public health concern. Previous research has demonstrated that strong social connections can buffer against mental health challenges during adolescence, a period marked by heightened vulnerability to emotional distress (Smith et al., 2020; Jones & Patel, 2019). While social connectedness is a known protective factor (Chu et al., 2010), most studies combine depression and anxiety into a single psychological distress measure. This study advances prior research by examining these outcomes separately overall self-rated mental health and fear/panic attack symptoms (anxiety-related). Significant group differences emerged in mental health outcomes. Adolescents with a low number of close friends/relatives reported significantly poorer self-rated mental health ($M = 2.73$, $SD = 0.98$) compared to those with a medium ($M = 2.95$, $SD = 0.87$, $p < .001$) or high number ($M = 3.02$, $SD = 0.81$, $p < .001$). Similarly, adolescents in the low group reported significantly higher fear/panic attack symptoms ($M = 1.53$, $SD = 0.49$) than the medium ($M = 1.60$, $SD = 0.49$, $p = .004$) or high groups ($M = 1.62$, $SD = 0.49$, $p < .001$). However, no significant differences were found between the medium and high groups ($p = .201$ for self-rated; $p = .720$ for anxiety), suggesting a plateau effect, where additional close relationships beyond a moderate level do not further improve mental health. These findings highlight the importance of achieving a sufficient level of social connectedness for adolescent well-being. Future research should explore whether relationship quality, rather than quantity alone, influences mental health outcomes.

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Poster 8

Unpacking Mindset: Gender and Racial/Ethnic Differences in Growth Mindset in STEM Students

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An aim of educational research is to increase STEM degree attainment, especially among women and ethnic minorities who often face underrepresentation that can limit their academic success. Research suggests that students with a growth mindset – the belief that abilities can be developed and improved – generally demonstrate greater persistence, motivation, resilience and achievement. However, growth mindset generally decreases over time. This study investigates the gender and ethnic differences in university students' growth mindset, as well as changes in growth mindset over time, to understand whether this might explain current inequalities. Participants are 1060 undergraduate chemistry students at a Canadian university. Factorial ANOVA, at the beginning of the semester, showed no significant group differences in growth mindset based on gender and race/ethnicity. However, at the end of the semester, findings reveal a significant but small interaction between gender and race/ethnicity, $F(6, 866) = 2.27$, $p = .035$. Within female students, there were significant differences in growth mindset between multiple racial/ethnic groups ($p = .045$). Within multiracial non-underrepresented students, there was a significant difference between male and female students in growth mindset ($p = .049$). Moreover, paired samples t-tests showed women ($p < .001$), but not men ($p = .073$), experienced a significant decline in growth mindset over the semester. These findings suggest that growth mindset trajectories differ across gender and racial/ethnic groups in STEM. Future research should explore underlying factors contributing to these differences, focusing on the decline in growth mindset in women pursuing STEM degrees.

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Poster 9

Understanding Guilt in Childhood: The Role of Actions and Inactions in Early Moral Development

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Guilt is a self-conscious moral emotion that typically emerges in early childhood and plays a fundamental role in fostering children's sense of responsibility and prosocial behavior (Zahn-Waxler & Kochanska, 1990; Kochanska et al., 2002). Guilt can arise from both actions and inactions (Malti & Krettenauer, 2013). Action-based guilt is generally linked to misbehaviors such as physical aggression or property damage, while inaction-based guilt occurs when children fail to act in prosocial manner, such as neglecting to intervene in a harmful situation (Donohue et al., 2020). However, the degree to which one is more guilt-inducing in childhood is underexplored. Following PRISMA guidelines, this systematic review synthesized studies published between 2000 and 2024 focusing on neurotypical children up to 12 years old. From an initial pool of 5,189 records, 113 studies met the inclusion

criteria. The review identified specific actions and omissions that lead to guilt experiences in children. Action-based guilt was most frequently triggered by damage to property or valuables (25.23%), physical aggression (24.30%), and disrespecting others (8.41%). Other notable triggers included verbal aggression (8.41%), theft or stealing (6.54%), bullying (6.54%), lying (3.74%), relational aggression (8.41%), and prosocial missteps such as unfairness (7.48%). Eating too much (0.93%). Inaction-based guilt the most common triggers were assumption of responsibility/self-blame (40.91%), neglect of prosocial duties (36.36%), and failure to intervene (22.73%). These findings underscore how both action and inaction contribute to the development of guilt in children, with guilt serving as a mechanism for internalizing moral norms and promoting prosocial development.

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Poster 10

Solitude and Social Coping: Examining the Mediating Role of Compassion in Adolescents

Mariza Markessinis¹, Sofia Omobono¹, Sepideh Yasiniyan¹, Dr Victoria Talwar¹ & Dr. Sandra Bosacki¹

Previous research suggests that a preference for solitude has been linked to social coping challenges (Wang et al., 2013). Additionally linked to this relationship is the attribute of compassion. Individuals who prefer solitude often report lower compassion, frequently linked to weaker social coping strategies (Bansal, 2024). Our study examined how a preference for solitude relates to social coping strategies, suggesting that reduced compassion may increase the impact of solitude on maladaptive coping. As part of a study exploring kindness and well-being in adolescents aged 11-18, participants completed the Solitude and Aloneliness Scale to assess solitude preference, the Self-Report Coping Measure - Child Version to evaluate coping strategies, and the Compassion Scale to measure compassion levels. A mediation analysis was conducted, and while the direct effect of preference for solitude on social coping remained non-significant, $\beta = .009$, $p = .84$. $\beta = -0.024$, $p = .613$, $R^2 = .001$, $F(1, 450) = 0.26$, $p = .613$, preference for solitude significantly predicted lower levels of compassion, $\beta = -0.159$, $p < .001$, $R^2 = .025$, $F(1, 452) = 11.71$, $p < .001$ and compassion significantly predicted higher levels of social coping strategies, $\beta = .173$, $p < .001$, $R^2 = .030$, $F(2, 448) = 6.82$, $p = .001$. These findings suggest a full mediation relationship such that adolescents who report a higher preference for solitude tend to report lower compassion, which in turn is associated with fewer social coping strategies. Future research should explore interventions to enhance compassion in solitary-prone adolescents.

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Poster 11

The Influence of Parental Socialization on Children's Normative Understanding of Prosocial Lie-Telling

Deborah Shewchuk¹, Ashley Corbeil¹, Seleste Beaulieu¹, & Dr. Kristen Dunfield¹

Prosocial lying, the act of lying to benefit others, is a social behaviour that reflects empathy and social sensitivity. Prosocial lie-telling emerges in early childhood and is closely tied to children's growing understanding of others' perspectives, empathy, and social norms. While we know that children's judgements about the acceptability of lying are influenced by a range of factors, the influence of

parental beliefs and practices on children's understanding of prosocial lie-telling, specifically, remains unclear. This research sought to clarify how parents' approaches to honesty and lying influence children's judgments of prosocial lie-telling. The current study examined 57 children aged 7 to 9, who evaluated third-party vignettes depicting various types of truth-telling and lie-telling scenarios, and their parents, who completed the Revised-Socialization of Lying questionnaire. Results showed that parents' socialization practices, including direct instruction, indirect modelling, punishment and reinforcement, and concern about their child's problematic lying, did not predict children's acceptability ratings of both prosocial and non-prosocial lying behaviours. This research contributes to our understanding of children's moral development, particularly in their capacity to navigate complex social expectations.

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Poster 12

Mind the Gap: Semantic Similarity in Speech Perception

Lily Medvick¹ & Mickael Deroche¹

Retaining speech comprehension amongst difficult auditory environments is a daily challenge. One technique we use to maintain speech intelligibility for a quiet speaker in a loud noisy background is 'phonemic restoration'; where the brain perceptually restores missing phonemes in speech using contextual, linguistic, and auditory cues such that the listener perceives speech as continuous and intact. In past studies, the benefit of semantic context has been demonstrated using speech materials specifically constructed to be rich or poor (and was thus qualitative in nature). It remains unknown how much listeners rely on semantics for common materials not manufactured for this purpose (but for general psychoacoustic experiments). The present study uses a quantitative measure of semantics, the natural language processing model Word2Vec, which represents the overlap in meaning between words of a sentence as vectors in a N-dimensional space (N being 500 in our case). We re-analyzed 20 past speech intelligibility experiments to investigate if semantic similarity between the different words of a sentence contributed to its intelligibility, and if listeners leveraged semantics more in easy or difficult listening environments. Easy and difficult listening environments were operationalized as changes in signal-to-noise ratio (SNR); the relative intensity of intended speech compared to competing background noise. Results showed 1) that semantically richer sentences are always easier to understand (regardless of the condition in which they are tested); 2) that the function underlying this benefit is compressive (meaning that there more to gain from a semantically poor sentence than an already rich sentence); and 3) that semantics are more beneficial at favorable than at adverse SNR. Phonemic restoration is the most likely cause of this pattern of observations and must occur behind the scenes in every speech intelligibility study ever conducted.

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Poster 13

Associations Between Child Emotions, Maternal Emotion Socialization Behaviours, and Child Anxiety Levels in Children Aged 9 to 12

Celine Achrafie¹, Cynthia Di Francesco¹, Lisa A. Serbin¹, & Dale M. Stack¹

The socialization of children's emotions through maternal emotion-related socialization behaviours (ERSBs) plays a crucial role in guiding how children learn to manage and express their emotions across development. This study investigated the associations between children in middle childhood's positive and negative emotions, maternal supportive and unsupportive ERSBs, and child anxiety levels, with attention to potential moderating factors such as socioeconomic status and child sex. Mother-child dyads from the Concordia Longitudinal Research Project participated in a conflict discussion task designed to elicit emotion expressions and behaviours and subsequently observationally coded. Children self-reported their anxiety levels using the RCMAS. Linear regression analyses were conducted, controlling for child sex, maternal educational attainment, and Income-to-Needs. Results indicated a trend-level association between children's positive emotions and supportive maternal ERSBs, alongside significant positive associations between negative child emotions and unsupportive maternal ERSBs. Maternal ERSBs in response to children's positive emotions were associated with children's reported anxiety levels, whereas ERSBs in response to negative emotions were not associated with anxiety levels. Additionally, family income was associated with maternal ERSBs to negative emotions, while child sex moderated the relation between maternal ERSBs to child positive emotions and anxiety levels. These findings highlight the complexity of emotion socialization and its impact on children's emotional well-being. The results underscore the importance of considering both types of child emotions and maternal ERSBs, alongside the broader contextual factors that may shape emotion socialization. Understanding these nuanced relationships can inform parenting interventions aimed at reducing anxiety levels and promoting children's emotional competence.

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Poster 14

Co-regulation in At-Risk Mother-Child Dyads: The Influence of Child Internalizing Behaviour and Context Among Preschoolers

Courtney Shapiro¹, Nesrine Mesli¹, Lisa A. Serbin¹, & Dale M. Stack¹

Co-regulation, which reflects the extent to which interacting members adapt to each other, predicts interaction quality and subsequent child socioemotional outcomes. Understanding factors that may affect this process especially in preschool-aged children and in at-risk populations, where research is lacking, is of importance. Symmetrical co-regulation is considered most optimal in that both members maintain a joint focus and contribution to the interaction, whereas one or both members are respectively focused on themselves during unilateral and unengaged states of co-regulation. This study utilized archival data from 44 at-risk dyads from the Concordia Longitudinal Research Project. Dyads with 48-month-old children engaged in puzzle and interference tasks which were then systematically coded (RRCS); mothers reported on children's internalizing behaviour (CBCL). ANOVA and hierarchical multiple linear regressions assessed how co-regulation differed across interactive contexts and related to child internalizing behaviours. Across tasks, mothers and their children experienced symmetrical co-regulation most frequently compared to the other two types, and unengaged co-regulation more than unilateral co-regulation, although co-regulation was also found to be task dependent. Specifically, dyads engaged in more symmetrical co-regulation in the puzzle task and more unilateral and unengaged co-regulation in the interference task, relative to one another.

Additionally, internalizing behaviour was not associated with co-regulatory tendencies, warranting future research examining the link between child behaviour and co-regulation. Results provide insight into co-regulation patterns among mothers and their preschool children. Most importantly, they deepen the understanding of co-regulation as a context-dependent process where different tasks promote the use of different types of co-regulation.

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Poster 15

Emerging Adulthood: Emotion Differentiation, Well-Being & the COVID-19 Pandemic

Adriana Mastromonaco¹ & Dr. Erin Barker¹

Emerging adulthood, spanning from ages 18–29, is a pivotal time for identity, autonomy, and relationships, often accompanied by psychological challenges. Emotion differentiation, the ability to identify and distinguish between emotional states, may support well-being during this stage. This study explores its role in promoting resilience among emerging adults during the COVID-19 pandemic. Utilizing a sample of Concordia University undergraduate students (N = 1515), the study assessed emotional vocabulary and well-being through qualitative and quantitative methods. Results showed that individuals using more emotional language to describe their COVID-19 experiences reported significant differences in well-being. Specifically, positive emotion tones were linked to perceptions of COVID-19's impact on life events and self, while negative emotion tones were associated with depressive symptoms, life satisfaction, and COVID's personal impact. These findings suggest emotion differentiation influences how emerging adults process stress. Future research should examine how cultural and socioeconomic factors shape emotional development and psychological resilience.

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Poster 16

Mindfulness as a Moderator for Recent Stress Exposure and Heart Rate Variability within a pregnant population

Bensoussan, A.1, Sejourne, C.1 & Ditto, B.1

Mindfulness seems beneficial for dampening the response to stress exposure and improving heart rate outcomes. Stress exposure is tied to heart rate variability (HRV), which captures the variation in time between successive heartbeats. Specifically, research has shown that stress exposure induces an increase in heart rate and a decrease in HRV, whereas mindfulness demonstrates the opposite effect. However, evidence on the impact of mindfulness among pregnant individuals, a population facing significant stress exposure, is inconsistent. This study aimed to investigate whether mindfulness moderates the relationship between stress exposure and HRV among the pregnant population. 32 pregnant women completed heart rate recordings using the Camera HRV mobile application, as well as the Five-Facet Mindfulness Questionnaire (FFMQ) and Recent Life Changes

Questionnaire (RLC-Q). Descriptive statistics, correlations and a linear regression were computed to test the aim. Results indicated a significant correlation between RR (a crude index of heart rate) and HRV ($r = .68$, $p < .001$), preliminarily validating a novel measurement approach. Nonsignificant associations were found between mindfulness and RR ($r = -.11$, $p = .53$), and recent stress exposure with RR opposite to expected directions ($r = .13$, $p = .47$). The results of a regression exploring a moderating role of mindfulness were also nonsignificant ($\beta = -.12$, $p = .55$). Data collection is ongoing, and these null results in the context of the existing literature warrant further exploration. It is possible that mindfulness may buffer against stress exposure during pregnancy, but further research validating the role of cardiovascular factors is needed.

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Poster 17

Intergenerational Transmission: How Messages About Race & Racism are Passed Along Across Generations

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Racial-ethnic socialization (RES) competency encompasses parents' perceived ability, skills, and confidence having conversations about race and racism with their child. Higher RES competency can facilitate these complex and often difficult conversations, but research examining RES has largely ignored competency and focused on the content of parental RES messages creating gaps in our understanding of RES competency and its predictors. The current study is first to adopt an intergenerational transmission lens, using structural equation modelling, to assess how parents' RES competency mediates relations between grandparent RES content and the RES messages youth receive from their parents among a sample of 585 Black, Asian, and Latine parents (Mage = 44.46, SD = 9.14). While grandparent cultural socialization (CS; racial pride messages) messages were associated with parental confidence ($b = 0.216$, 95% CI [0.137, 0.29]) and skills ($b = 0.202$, 95% CI [0.125, 0.277]), grandparent preparation for bias (P4B; messages on discrimination and coping) messages were only associated with skills ($b = 0.088$, 95% CI [0, 0.18]). Parental confidence was negatively linked with youth-received minimization of race (MR; $b = -0.206$, 95% CI [-0.342, -0.068]) and promotion of mistrust (PM; messages to not trust racial out-group members) messages ($b = -0.126$, 95% CI [-0.246, -0.002]). Parental confidence mediated the relation between grandparent CS and youth-received MR messages ($b = -0.044$, 95% CI [-0.084, -0.016]) and also partially mediated the relation between grandparent CS and youth-received PM messages ($b = 0.027$, 95% CI [-0.059, -0.002]). These findings shed light on how important conversations about race, culture, and racism are transmitted throughout families of colour across generations.

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Questions or Comments?

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We hope to see next year for the 2026 Human Development Conference!

