



WASHINGTON  
& JEFFERSON COLLEGE

30<sup>th</sup> Annual Western  
Pennsylvania Undergraduate  
Psychology Conference

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April 13<sup>th</sup>, 2002

Washington & Jefferson College

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*Howard J. Burnett Center*

**Welcome to the 30<sup>th</sup> Annual  
Western Pennsylvania Undergraduate  
Psychology Conference  
*at Washington & Jefferson College***



**W & J**

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*Financial Support provided by the member colleges and universities of  
WPUPC and Washington & Jefferson College.*

# Keynote Speaker

*Toni Schmader, Ph.D.*

Dr. Schmader is an Assistant Professor of Psychology at the University of Arizona. She graduated Phi Beta Kappa with a B.A. in Psychology from Washington and Jefferson College in 1994 and received a Ph.D. in Psychology from the University of California, Santa Barbara in 1999. Dr. Schmader also presented work as an undergraduate at the WPUPC Conference held at Allegheny College in 1992.

Dr. Schmader's research in Social Psychology has been supported by the National Institute of Mental Health and the National Science Foundation and she is the author of numerous publications that have appeared in such journals as *Journal of Experimental Social Psychology*, *Journal of Personality and Social Psychology*, *Personality and Social Psychology Bulletin*, and *Journal of Social Issues*.

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## Keynote Address

*Bearing the Burden of Negative Stereotypes:  
Implications for Performance, Self-Esteem, and Emotion*

Social psychologists have been studying the nature of prejudice and stereotyping for many years, but it is only in the past decade or so that attention has been paid to the consequences that negative stereotypes have for those who are targeted by them. In this talk, I will present data that we have collected on three different ways in which membership in a negatively stereotyped group threatens an individual's own sense of self. First, I'll discuss how the threat of being negatively stereotyped inhibits one's ability to perform well in situations meant to test one's ability. Secondly, I will present evidence that in spite of these performance decrements, individuals who are negatively stereotyped are often successful at psychologically disengaging their self-esteem from negative performance feedback. Finally, I'll present newer research that we are conducting on the threat that people experience when they perceive that others within their group are behaving in ways that confirm negative cultural stereotypes about their ingroup. Future directions in understanding the predicament of being negatively stereotyped will be discussed.

# Conference Schedule

*Saturday, April 13<sup>th</sup>, 2002*

<b>Start Time</b>	<b>End Time</b>	<b>Event</b>	<b>Location</b>
8:00	8:30	Registration & Continental Breakfast (Posters: Set up posters in ballroom by number.) (Presenters: Take Powerpoint files to <i>your</i> presentation room in the Burnett Center)	Rossin Campus Center Ballroom
8:30	10:00	Poster Session	Rossin Campus Center Ballroom
10:00	10:15	Break	
10:15	11:15	Morning Paper Sessions	Howard J. Burnett Center
		Paper Session 1: Developmental/Early Childhood	Room 203
		Paper Session 2: Social/Multicultural	Room 309
		Paper Session 3: Social/Interpersonal	Room 307
		Paper Session 4: Cognitive/Memory	Room 303
		Paper Session 5: Neuroscience/Memory	Room 311
		Paper Session 6: Clinical/Parenting	Room 209
		Paper Session 7: Music	Room 213
11:15	11:30	Break	
11:30	12:30	Lunch	Rossin Campus Center Ballroom
12:30	1:30	Keynote Address	Rossin Campus Center Ballroom
1:30	1:45	Break	
1:45	2:45	Afternoon Paper Sessions	Howard J. Burnett Center
		Paper Session 8: Aggression/Conduct Problems	Room 203
		Paper Session 9: Neuroscience/Developmental	Room 209
		Paper Session 10: Educational Psychology	Room 307
		Paper Session 11: Clinical	Room 303
		Paper Session 12: Social/Self-Esteem	Room 309
		Paper Session 13: Life-Changing Events/Stress	Room 311

# Poster Session (8:30-10:00)

*Rossin Campus Center Ballroom*

Numbers correspond to locations on tables where poster should be set up.  
(Faculty supervisors listed in parentheses)

## *Cognitive*

### **1. Verb Morphology: An Examination of Semantics and Acquisition.**

Jenell Carapella, (Richard Weist), State University of New York at Fredonia.

### **2. Self-Assessed Versus Actual Memory Impairments in Elderly Subjects.**

Abby E. Clements, (Jocelyn J. Cooledge), Bethany College.

### **3. A demonstration of boundary extension in 6- to 7-month-old infants.**

Betsy Difilippo, Alyson Fee, Nicholas George, (Paul Quinn), Washington and Jefferson College.

### **4. The Effects of Explicit Warnings on the Creation of False Memories.**

Erin Dillon, Amy Tower, (Derek Mace), Penn State Erie, The Behrend College.

### **5. The Effects of Explicit Warnings on the Creation of False Memories.**

Amy Tower, Erin Dillon, (Derek Mace), Penn State Erie, The Behrend College.

## *Comparative*

### **6. Sign-tracking in Rats Using a Three-arm Maze.**

Kim Dent, (Charles Edwards), Edinboro University of Pennsylvania.

### **7. Explanatory Style and Persistence in College.**

Mackenzie Tobin, Jessica Brown, (Tom Hershberger), Chatham College.

## *Developmental*

### **8. Juveniles Apperceptions of the Importance of Various Question Types Utilized During a Polygraph Examination.**

Robin Archer, (Ron Craig), Edinboro University of Pennsylvania.

### **9. Spontaneous Reference to the Past and Future in Young Children.**

Erin C. Cox, (Richard Weist), State University of New York at Fredonia.

### **10. Why Errors in Subject-Verb Agreement in Young Children are Common.**

Catherine Offen, (Richard Weist), State University of New York at Fredonia.

### **11. The Effects of Parental Conflict on College Students.**

Alicia A. Peters, (Terry F. Pettijohn), Mercyhurst College.

**12. Parenting Style and Attachment in College Love Relationships.**

Heather Twining, Maggie Skopow, (Derek Mace), Penn State Erie, The Behrend College.

**13. Perceived Effects of Fathers on Child's Self-Esteem and Romantic Relations.**

Natalie S. Walker, Tiffany N. Jones, (Gary Levine), Edinboro University of Pennsylvania.

**14. Effects of prenatal depression on fetal and neonatal health.**

Kimberly Wilson, (Minhnoi C. Wroble), University of Pittsburgh.

*Emotion/Motivation*

**15. Effects of Mood on Color Choice.**

Stephanie Balaban, (Terry F. Pettijohn), Mercyhurst College.

**16. Social Facilitation: Stress Changes due to Influences of the Social World.**

Jessica Breunig, (Terry F. Pettijohn), Mercyhurst College.

**17. Attribution of Hostility to Ambiguous Paranormal Images.**

Justin A. Wellman, (Charles Levin), Baldwin-Wallace College.

**18. The Effects of Goal Setting On Athletic Performance.**

David A. Wiest, (Terry F. Pettijohn), Mercyhurst College.

*Gender/Culture*

**19. Priming Morality with the Presence of Eastern and Western Religious Artwork.**

Chantell R. Haughwout, (Terry F. Pettijohn), Mercyhurst College.

**20. Gender Differences in Memory.**

Laura L. Junker, (Terry F. Pettijohn), Mercyhurst College.

**21. Prejudice Attitudes Toward Alternative Sexual Orientations.**

Christopher J. Pepicello, (Terry F. Pettijohn), Mercyhurst College.

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## *General/Experimental*

### **22. The relationship between desktop graffiti and seat.**

Jeromi Birtikidis, Holly Harmore, (Gary Levine), Edinboro University of Pennsylvania.

### **23. Do Males and Females Prefer Symmetrical Faces and Objects?**

Jaimi Bonczar, Kathryn Przepyszny, Jennifer Plummer, (Derek Mace), Penn State Erie, The Behrend College.

### **24. Estimates of Parental Blame and The Order Effect.**

Joe Hengle, (Gary Levine), Edinboro University of Pennsylvania.

### **25. Foraging strategies of African elephants in captivity.**

Chloe D. King, (Tom Hershberger), Chatham College.

### **26. Knowledge & perceptions of psychological disorders and lifetime prevalences.**

Kelly Meinhart, (Tom Hershberger), Chatham College.

### **27. College major and opinions of polygraph tests and the legal system.**

Kathryn Ober, (Gary Levine), Edinboro University of Pennsylvania.

### **28. Female College Students/Sororities: False Uniqueness and Consensus Effects.**

Jessica Szewczyk, (Gary Levine), Edinboro University of Pennsylvania.

### **29. Behavioral Effects of Chronic Administration on Oxycodone on Six Rats.**

Matthew T. Weaver, (Rodney Clark), Allegheny College.

### **30. Working Memory and Dual Task Interference.**

Nicole White, Ryan Maddock, (Derek Mace), Penn State Erie, The Behrend College.

## *Learning*

### **31. Multi-modal teaching methods.**

Michael Beerbower, (Terry F. Pettijohn), Mercyhurst College.

### **32. Extracurricular Involvement, Motivation, Locus of Control and Academics.**

Shandra M. Brown, (Terry F. Pettijohn), Mercyhurst College.

### **33. Effects of Random vs. Sequential Order Test Questions on Test Performance.**

Matthew Sacco, Stacey Thesier, (Terry F. Pettijohn), Mercyhurst College.

## *Perception*

### **34. Students' perceptions of teenagers who are or are not expecting a child.**

Debra Hallberg, (Gary Levine), Edinboro University of Pennsylvania.

### **35. Saturday is RED: Synesthetic responses from 280 college students.**

Andrew Russell, (Stephen T. Paul), Robert Morris University.

### **36. Use of Lightness Similarity as a Gestalt Organization Principle in Infants.**

Alicia Telega, Heather Yakubik, Brian Pirosko, (Paul Quinn), Washington and Jefferson College.

### **37. Perceived Job Satisfaction of a Union vs. a Non-Union Job.**

Shaun Witherow, (Gary Levine), Edinboro University of Pennsylvania.

## *Personality*

### **38. Family relations, self-esteem, and sensation-seeking levels.**

Mary Farrell, (Terry F. Pettijohn), Mercyhurst College.

### **39. Similar personality traits between pet and human companions.**

Rebecca Munnell, Tanya Gomola, (Gary Levine), Edinboro University of Pennsylvania.

### **40. Generativity and Reasons for Exercise: An exploratory study.**

Gail Evan, Shannon Plyler, Amy Holder, (Sharon A. Hamilton), Edinboro University of Pennsylvania.

### **41. Self-Esteem, Self-Efficacy, Locus of Control and Academic Success & Failure.**

Emily Tresky, (Terry F. Pettijohn), Mercyhurst College.

### **42. Perceived versus observed accuracy in judging others.**

Julie Wyland, Rhiannon Carey, Melissa Rennie, (Stephen T. Paul), Robert Morris University.

## *Physiological/Neuroscience*

### **43. The effects of daidzin, an antidipsotropic drug, on the alcohol induced motor impairment of Syrian golden hamsters.**

Mathew Epps, (Claudia Thompson), The College of Wooster.

### **44. Polysomnographic Recordings.**

Brian Morini, (J. Alec Dale), Allegheny College.



## ***Social/Group Behavior***

### **45. Researching 9/11: Identifying Psychological issues from one day of terror.**

Andrew C. Anderson, Marshall L. Tempest, (Eric D. Miller), Kent State University – East Liverpool.

### **46. How Internet Bulletin Boards Can Serve As A Coping Device for The Bereaved.**

Almondina Brookes, Sharon Morrison, (Eric D. Miller), Kent State University – East Liverpool.

### **47. The Relationship Between Masculinity Levels and Alcohol Consumption.**

Erin Cash, Heather Enos, (Terry F. Pettijohn), Mercyhurst College.

### **48. The Relationship Between Birth Order, Self Esteem, and Decision Making.**

Carrie Frank, (Terry F. Pettijohn), Mercyhurst College.

### **49. The effect of task expectancy type on behavioral self-handicapping in undergraduate psychology students.**

Benjamin M. Barney, Jason P. Hassett, Clinton C. Hershey, Brian K. Pietras, (Carl Kallgren), Penn State Erie, The Behrend College.

### **50. Attitudes on ADD/ADHD.**

Melanie Helm, (Gary Levine), Edinboro University of Pennsylvania.

### **51. Cross-cultural study of people's perceptions of marijuana users.**

Seth Jones, Samuel Claster, (Gary Levine), Edinboro University of Pennsylvania.

### **52. Sexual Behavior Differences between College Athletes and Non-athletes.**

Brian Jungeberg, (Terry F. Pettijohn), Mercyhurst College.

### **53. Perceived Stereotypes Students Have Regarding Majors Offered in College.**

Danielle Kelch, Matthew Whitehead, (Terry F. Pettijohn), Mercyhurst College.

### **54. The Self-serving Bias: A Comparison Between Substance Users and Non-users.**

Isis Kuczaj, (Gary Levine), Edinboro University of Pennsylvania.

### **55. Stigma Associated with Seeking Treatment for Mental Disorders.**

Bridget McNamee, (Tom Hershberger), Chatham College.

### **56. Relationship Between Exercise Behavior and Feelings of Body Satisfaction.**

Kimberly R. Paar, (Gary Levine), Edinboro University of Pennsylvania.

### **57. Human Mate Poaching and Attraction Among College Students.**

Elizabeth Perelli, (Terry F. Pettijohn), Mercyhurst College.

### **58. Gender Differences in Embarrassment.**

Matthew Sacco, Emily Tresky, Mary Farrell, (Terry F. Pettijohn), Mercyhurst College.

**59. Parenting Styles & Effect of Consumption of Alcohol and Abusive Relationships.**

Timothy Sedelmyer, Narcisa Tatarevic, (Carl Kallgren), Penn State Erie, The Behrend College.

**60. Kissing Experiences and Attitudes Toward Kissing.**

Steve Siemienski, Matt Sacco, Brian Jungeberg, Mara Jobes, (Terry F. Pettijohn), Mercyhurst College.

**61. Examining the Misinformation Effect in Eyewitness Testimony.**

Katie A. Talbot, (Nancy R. Gee), State University of New York at Fredonia.

**62. 9/11/01 Events: Media Coverage Influences Anxiety and Contentment.**

Clarissa Thompson, (Rebecca Regeth), California University of Pennsylvania.

**63. Relationship Between Birth Order and Paranormal Belief in College Students.**

Kara Tuznik, (Gary Levine), Edinboro University of Pennsylvania.

*Other*

**115. The Effect of Detailed Descriptions of Schizophrenia.**

Que-Anh Le, (Marjorie Krebs), Gannon University.

**116. The Relationship between Teaching Experience and Attitudes about Inclusion.**

Tiffany Lorance, (Mary Beth Mannarino), Chatham College.

# Morning Paper Sessions (10:15-11:15)

*Howard J. Burnett Center*

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## Paper Session 1: Developmental/Early Childhood

Room 203

Chair: Dr. Paul Quinn

- 10:15 **64. The acquisition of simple and complex spatial locatives.**  
Ryan W. Internicola, (Richard Weist), State University of New York at Fredonia.
- 10:30 **65. Relationship Between Personality Characteristics and Television Exposure.**  
Jessica Kirkpatrick, Emily Wyman, Cameron Shuck, (Carl Kallgren), Penn State Erie, The Behrend College.
- 10:45 **66. Preschoolers' Perceptions of Physical and Developmental Disabilities in Playmates.**  
Renee M. Mele, (Mandy Medvin), Westminster College.
- 11:00 **67. Impact of Implicit Theory and Feedback on Children's Intrinsic Motivation.**  
Jessica L. Torick, (Mandy Medvin), Westminster College.
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## Paper Session 2: Social/Multicultural

Room 309

Chair: Dr. Clare Porac

- 10:15 **68. Language Response to Emotion in Spanish-English Bilinguals.**  
Alejandra Morroquin, Erica Martire, Malinda Baez-Sprague, (Derek Mace), Penn State Erie, The Behrend College.
- 10:30 **69. Need for Cognition and Prejudicial Behavior.**  
Heather Mailki, (Marjorie Krebs), Gannon University.
- 10:45 **70. Effects of Own Race Bias and Racial Attitude on Facial Recognition.**  
Matthew Scholl, (David Gray), Westminster College.
- 11:00 **71. The Effects of Aversive Racism on Hiring When Qualifications Are Ambiguous.**  
Monica Singh, (David Gray), Westminster College.
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# Morning Paper Sessions (10:15-11:15)

*Howard J. Burnett Center*

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## Paper Session 3: Social/Interpersonal Room 307      Chair: Dr. David Gray

- 10:15    **72. Tragedy and the American Flag: An Archival Study.**  
Kelly S. DiPlacido, (Carl Kallgren), Penn State Erie, The Behrend College.
- 10:30    **73. Intimacy in preadolescent best friendships.**  
Beata M. Gomulak, (Nita Mary McKinley), Allegheny College.
- 10:45    **74. The effects of threat type and gender on emotions in romantic relationships.**  
Kristen Greenwood, (Sandra Webster), Westminster College.
- 11:00    **75. Perceived Consequences of Autocratic & Democratic Leadership Styles.**  
Stephanie Morris, (David Gray), Westminster College.
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## Paper Session 4: Cognitive/Memory Room 303      Chair: Dr. Sandra Webster

- 10:15    **76. The effects of false memory on implicit judgments.**  
Megan Mamula, (Alan Gittis), Westminster College.
- 10:30    **77. Effects of Reading Style and Initial Language Ability on Literacy.**  
Carrie Mathers, (Mandy Medvin), Westminster College.
- 10:45    **78. Identifying False Memories.**  
Anna Safran, (Marjorie Krebs), Gannon University.
- 11:00    **79. The Effect of Text Organization and Justification on Memory.**  
Andrea Snyder, (Jane Kestner), Youngstown State University.
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# Morning Paper Sessions (10:15-11:15)

*Howard J. Burnett Center*

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## Paper Session 5: Neuroscience/Memory Room 311      Chair: Dr. Jocelyn Cooledge

- 10:15    **80. The Effects of Left, Dorsal Hippocampal Inactivation on Memory Consolidation.**  
Corrine Gaglia, (Alan Gittis), Westminster College.
- 10:30    **81. Effects of Estrogen and Aniracetam on a Scopolamine-Induced Memory Deficit.**  
Amanda Kopp, (Alan Gittis), Westminster College.
- 10:45    **82. Effects of Unilateral Hippocampal Lesions on the Retention of a Habit.**  
Sarah Morrison, (Alan Gittis), Westminster College.
- 11:00    **83. Implications of Unilateral Hippocampal Lesions on the Neural Network Model.**  
Kelly L. Holdren, (Alan Gittis), Westminster College.
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## Paper Session 6: Clinical/Parenting Room 209      Chair: Dr. Andrea Zevenbergen

- 10:15    **84. Comparing coping styles between children from intact and divorced families.**  
Kristi Gusty, (Marjorie Krebs), Gannon University.
- 10:30    **85. Effects of Marital Conflict on Angry, Aggressive, and Depressive Behavior.**  
Christina Ingold, (David Gray), Westminster College.
- 10:45    **86. Effect of Perceived Parenting Style on Adolescent Self-Efficacy and Peer Orientation.**  
Kiersten M. Kuny, (Mandy Medvin), Westminster College.
- 11:00    **87. Parental Conflict's Role in Conflictual Independence and College Adjustment.**  
Lisa Zelezniak, (Sandra Webster), Westminster College.
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# Morning Paper Sessions (10:15-11:15)

*Howard J. Burnett Center*

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## Paper Session 7: Music

Room 213      Chair: Dr. David Anderson

10:15    **88. Exploring Musical Flow: A Study of Attributive Characteristics.**  
Carrie Booher, (Tom Hershberger), Chatham College.

10:30    **89. Roles of Musical Recognition and Perception Based on Levels of Musicianship.**  
Anita McCandless, (Sandra Webster), Westminster College.

10:45    **90. Personality Difference of Musical and Logical-Mathematical Intelligences.**  
Mark Borland, John Teti, (Kenneth Milles), Edinboro University of Pennsylvania.

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# Afternoon Paper Sessions (1:45-2:45)

*Howard J. Burnett Center*

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## Paper Session 8: Aggression/Conduct Problems

Room 203

Chair: Dr. Carl Kallgren

- 1:45 **91. Preschoolers' Conduct Problems and the Family Educational Environment.**  
Siobhan Budwey, Kimberly Siracuse, (Andrea Zevenbergen), Jeffrey McLeod, State University of New York at Fredonia.
- 2:00 **92. Relational Aggression In College Students.**  
Carrie Egnosak, Charen Pasky, (Carl Kallgren), Penn State Erie, The Behrend College.
- 2:15 **93. Influence of Legitimacy On Children's Perceptions of Aggressive Acts.**  
Lara Kitko, (Mandy Medvin), Westminster College.
- 2:30 **94. Personality, normative beliefs, and gender on children's attributions of aggression.**  
Suzette Mongell, (Mandy Medvin), Westminster College.
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## Paper Session 9: Neuroscience/Developmental

Room 209

Chair: Dr. Lynn Wilson

- 1:45 **95. Experience-Dependent Brain Growth in Reptiles I.**  
Alina Figueiredo, Lucy Martinez, (David Holtzman), State University of New York at Brockport.
- 2:00 **96. Experience-Dependent Brain Growth in Reptiles II.**  
Lucy Martinez, Alina Figueiredo, (David Holtzman), State University of New York at Brockport.
- 2:15 **97. Examining Resistance Building Effects of Neonatal Choline on Fornix Lesions.**  
Marie Sekeras, (Alan Gittis), Westminster College.
- 2:30 **98. The Role of Quinpirole on the Compulsiveness of Maternal Pup Retrieval.**  
Julie Tomnay, (Alan Gittis), Westminster College.
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# Afternoon Paper Sessions (1:45-2:45)

*Howard J. Burnett Center*

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## Paper Session 10: Educational Psychology

Room 307      Chair: Dr. Beth Bennett

- 1:45    **99. HTML Editor-Based Lecture Presentations.**  
Angel Brock, (David A. Wheeler), Robert Morris University.
- 2:00    **100. School Psychology Presentation.**  
Hillary Anne Mangis, (Michael Crabtree), Washington and Jefferson College.
- 2:15    **101. Effects of Gender and Symptom Type on Teacher's Acceptability of Treatments.**  
Laura Snyder, (Mark Scitutto, Carla Bluhm), Westminster College.
- 2:30    **102. Coaching Behavior and Coach-Athlete Compatibility Among Women's Athletics.**  
Allison Wittmer, (Stephanie Valutis), Chatham College.
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## Paper Session 11: Clinical

Room 303      Chair: Dr. Sharon Hamilton

- 1:45    **103. A Study of Individuals with Cancer and their Attributions, Control, & Anger.**  
Myrande Brooks, (Sandra Webster), Westminster College.
- 2:00    **104. Internal Attribution for negative events and depression levels.**  
Jessica DiBacco, (Carl Kallgren), Penn State Erie, The Behrend College.
- 2:15    **105. Effects of Child Gender and Symptom Type on Likelihood of Referral for ADHD.**  
Cara Nolfi, (Carla Bluhm, Mark Scitutto), Westminster College.
- 2:30    **106. Psychiatric Comorbidity in Women with ADHD.**  
Kimberly A Siracuse, (Andrea Zevenbergen), State University of New York at Fredonia.
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# Afternoon Paper Sessions (1:45-2:45)

*Howard J. Burnett Center*

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## Paper Session 12: Social/Self-Esteem

Room 309      Chair: Dr. Michael Crabtree

- 1:45    **107. Task Performance and Self-Esteem.**  
Cathy Bonifate, (Carl Kallgren), Westminster College.
- 2:00    **108. Relationship of self-esteem, life satisfaction and perceived competency.**  
Brenda Dunmire, (Tom Hershberger), Chatham College.
- 2:15    **109. The Values of Exercise: Effects of Exercise Status on Impression Formation.**  
Sarah Holowach, (Margaret Gittis), Youngstown State University.
- 2:30    **110. Measuring Physical Attractiveness by Status and Clothing.**  
Rabiah Rafique, (Steve L. Ellyson), Youngstown State University.
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## Paper Session 13: Life-Changing Events/Stress

Room 311      Chair: Minhnoi Wroble

- 1:45    **111. “I Know I’m a Mother, But I Don’t Really Feel Like One”: New Mothers Discuss the Unexpected During the First Postpartum Year.**  
Jessica Barnack, Stephanie Bye, Jessica Fricker, (Ingrid Johnston-Robledo), State University of New York at Fredonia.
- 2:00    **112. Relationships Between Practicing Traditional Archery and Self Development.**  
Karen Faulhaber, (David Gray), Westminster College.
- 2:15    **113. An Objective Comparison of Meditative and Near Death Experiences.**  
Lori B. Timmis, (Kenneth Milles), Edinboro University of Pennsylvania.
- 2:30    **114. The effects of maternal weight gain on fetal and neonatal health.**  
Jillian E. Williams, (Minhnoi C. Wroble), University of Pittsburgh.
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# Conference Abstracts

## **1. Verb Morphology: An Examination of Semantics and Acquisition.**

Jenell Carapella, (Richard Weist), State University of New York at Fredonia.

The purpose of this research was to discover how the meaning of verbs guides the pattern of the acquisition of tense and aspect morphology. In order to discover these patterns, we analyzed the parent-child interaction data from six children found in the CHILDES archives. We determined the first occurrence of four tense-aspect forms for 10 telic and 10 atelic verbs. In general, tense-aspect distinctions emerge first, followed by tense and lastly aspect distinctions. The likelihood that children include the past progressive form in the acquisition pattern depends on the telic-atelic distinction. This research shows that a semantic-syntactic interface plays a critical role in the acquisition of verb morphology.

## **2. Self-Assessed Versus Actual Memory Impairments in Elderly Subjects.**

Abby E. Clements, (Jocelyn J. Cooledge), Bethany College.

Self-assessed memory questionnaires may not accurately reflect actual memory. The present study examined whether scores on the Everyday Memory Questionnaire (EMQ) were significantly related to several objective memory measures. Seventy-five subjects (m= 74.6 yrs) completed the EMQ, the objective memory tests, and a background survey. The results found the EMQ showed little predictive value for the objective measures. A possible reason for the disparity in self-report and actual memory values may be due to ones' need for social acceptance. This study suggests that self-reported memory among very elderly subjects may not represent a true evaluation of memory, supporting the social desirability bias.

## **3. A demonstration of boundary extension in 6- to 7-month-old infants.**

Betsy Difilippo, Alyson Fee, Nicholas George, (Paul Quinn), Washington and Jefferson College.

Boundary extension refers to the tendency of adult observers to remember the surroundings of an object that would likely exist, although this information was not previously presented. Two experiments were conducted to determine if boundary extension could be demonstrated in 6- to 7-month-old infants. In Experiment 1, infants familiarized with an Intermediate View stimulus, subsequently preferred a Close-Up View of the same stimulus when paired with a Wide-Angle View of the stimulus. Experiment 2 revealed that the infants had no spontaneous preference for the Close-Up View stimulus. The data indicate that boundary extension may be present in infants as young as 6 to 7 months of age.

## **4. The Effects of Explicit Warnings on the Creation of False Memories.**

Erin Dillon, Amy Tower, (Derek Mace), Penn State Erie, The Behrend College.

We attempted to reduce false memories by giving explicit warnings about the ease of false recall. Two groups received a warning and one did not. Participants viewed a power point show with 12 lists of related words from the DRM paradigm. After each list they recalled as many words as they could. After viewing all 12 lists they were given a list of words, 36 from the presentation, 12 critical lures elicited by the common theme of each list but not presented, and 48 non-related words. They circled yes or no if they recalled the word and gave a confidence rating for their answer. We hypothesized that the groups who were warned would be less confident about seeing the critical lures than the group with no warning.

## **5. The Effects of Explicit Warnings on the Creation of False Memories.**

Amy Tower, Erin Dillon, (Derek Mace), Penn State Erie, The Behrend College.

We attempted to reduce false memories by giving explicit warnings about the ease of false recall. Two groups received a warning and one did not. Participants viewed a power point show with 12 lists of related words from the DRM paradigm. After each list they recalled as many words as they could. After viewing all 12 lists they were given a list of words, 36 from the presentation, 12 critical lures elicited by the common theme of each list but not presented, and 48 non-related words. They circled yes or no if they recalled the word and gave a confidence rating for their answer. We hypothesized that the groups who were warned would be less confident about seeing the critical lures than the group with no warning.

## **6. Sign-tracking in Rats Using a Three-arm Maze.**

Kim Dent, (Charles Edwards), Edinboro University of Pennsylvania.

The present experiment examined the sign tracking ability of a Sprague-Dawley rat in a locally constructed three-arm maze. The rat was trained by isolating it in one of the arms (which were made from cardboard tubes) and then presenting, in random order, either an auditory cue followed by food, or a different auditory cue presented alone. During test trials, when the rat was free to choose among arms, the rat tracked the cue associated with food more frequently than the cue associated with no food.

## **7. Explanatory Style and Persistence in College.**

Mackenzie Tobin, Jessica Brown, (Tom Hershberger), Chatham College.

The purpose of this study was to examine demographic information and other factors that would be related to persistence in college. Thirty incoming college women were administered the Attributional Style Questionnaire and a survey measuring demographic information. Five years later graduation status and GPA were obtained. No difference between persistence and non-persistence was evident. This result is inconsistent with previous repeated studies in explanatory style.

## **8. Juveniles Apperceptions of the Importance of Various Question Types Utilized During a Polygraph Examination.**

Robin Archer, (Ron Craig), Edinboro University of Pennsylvania.

The present study examined if the accuracy of a polygraph test with juveniles was influenced by the importance they ascribed to the exam questions. If juveniles are incapable of correctly assigning importance to the relevant or control questions during the test it may not be a valid measure of deception. The present study used data obtained from a previous mock crime polygraph experiment. After a polygraph, participants rated how important they felt each question was in determining their guilt during the test. Participants' responses were compared with whether they were correctly classified as deceptive or truthful. Guilty subjects who devalued the control questions were more likely to be detected.

### **9. Spontaneous Reference to the Past and Future in Young Children.**

Erin C. Cox, (Richard Weist), State University of New York at Fredonia.

Part of a child's language development involves the emergence of a temporal system. This process begins around the age of two, when children are able to talk about events prior and subsequent to speech time. Using data from the CHILDES archives, we identified the first occurrence of four different tense forms for a set of verbs. The context surrounding these first-occurrence utterances was evaluated. Evidence was found to suggest that children can spontaneously talk about past and future events in parent-child interaction. Children more often initiate topics of conversation with the future tense, than with the past tense. Context provided by parents promotes a child's understanding of reference time and helps a child become a conversational partner.

### **10. Why Errors in Subject-Verb Agreement in Young Children are Common.**

Catherine Offen, (Richard Weist), State University of New York at Fredonia.

In English, the subject of the sentence triggers verb agreement. Certain verbs must be tensed according to the subject within a sentence. Children often regress to incorrect forms of the subject or the tensed verb during language acquisition. A study was performed to examine why this type of inconsistency seems apparent. Evidence was found to suggest that while at first glance, cognitive language development seems to have no true pattern, it actually develops in a way that suggests continuity. Errors occur due to greater sentence complexity, as well confusion about the role the subject has in the sentence. This suggests that errors occur due to processing limitations and not a defective competence.

### **11. The Effects of Parental Conflict on College Students.**

Alicia A. Peters, (Terry F. Pettijohn), Mercyhurst College.

The levels of attachment and self-consciousness in college students from both intact and non-intact families were measured in this investigation. The key variable was parental conflict and its affects on certain areas of functioning. The predicted results were that those who come from families with high parental conflict or have negative perceptions of why their parents divorced, will have maladaptive attachment styles and poor levels of self-consciousness. Participants were members of Introduction to Psychology classes and were 18+ years of age. The implications of such findings may mean a need to re-examine family structure, perhaps seeing parental conflict as more detrimental than divorce itself.

### **12. Parenting Style and Attachment in College Love Relationships.**

Heather Twining, Maggie Skopow, (Derek Mace), Penn State Erie, The Behrend College.

Investigating parenting style and its link to attachment in the parent-child relationship has been of recent interest. Our research investigates the correlation between parenting styles (Authoritative, Authoritarian, and Permissive; Buri, 1991) and patterns of attachment (Secure, Avoidant, and Anxious/Ambivalent; Hazan & Shaver, 1987). Preliminary data (n=61) indicates that our distributions of both parenting styles and attachment styles match the previous estimates of the distributions in the general population and that the most frequently occurring relationship is between Secure attachment and Authoritative parenting style.

### **13. Perceived Effects of Fathers on Child's Self-Esteem and Romantic Relations.**

Natalie S. Walker, Tiffany N. Jones, (Gary Levine), Edinboro University of Pennsylvania.  
A survey was distributed to examine the perceived effects of fathers on a child's self-esteem and romantic relationships. People reported how much of their childhood was spent with a father or father figure and then answered questions about their own relationships, self-esteem and perceived effects of fathers. Participants who lived with out a father or father figure for some of their childhood are predicted to rate fathers more important.

### **14. Effects of prenatal depression on fetal and neonatal health.**

Kimberly Wilson, (Minhnoi C. Wroble), University of Pittsburgh.  
A sample of 60 healthy pregnant women from the Pittsburgh area answered questionnaires to determine depression. Later, OBGYN and birth records were obtained and analyzed for complications during gestation, labor, and delivery, as well as data on birth outcomes and infant health. Prenatal depression scores are correlated with complications during gestation and 1-minute infant Apgar scores. These data suggest a need for further investigation on the effects of prenatal depression, and more emphasis on successfully treating women with depression during pregnancy.

### **15. Effects of Mood on Color Choice.**

Stephanie Balaban, (Terry F. Pettijohn), Mercyhurst College.  
The effect of current mood on color choice was investigated, using 50 undergraduates as participants. Taking into consideration the possible effects of saturation and value of color (hue) on color choice, this research is anticipated to confirm the irrelevance of saturation and value, only leaving hue as the determinate of color chosen to represent the participant's mood. It is anticipated that the participants will choose colors to represent their current mood that are based solely on the hue of the color not the value or the saturation of the color. It is further hypothesized that cool colors (such as blue and green) will be chosen for sad or depressed moods and warm colors (such as red, orange and yellow) will be chosen for happy, elated or high arousal moods.

### **16. Social Facilitation: Stress Changes due to Influences of the Social World.**

Jessica Breunig, (Terry F. Pettijohn), Mercyhurst College.  
The purpose of this experiment was to measure the level of stress one has when in the presence of others. Participants from Mercyhurst College were asked to complete two questionnaires on their anxiety level at the specific moment of time before and after they were told that they would have to make an oral presentation. The hypothetical audiences were presented as ten peers, ten total strangers, or no one. The hypothesis of this experiment was that people will generally feel more anxious when performing a task in the presence of others rather than alone. It was also hypothesized that anxiety would be the greatest when in the presence of strangers rather than peers.

### **17. Attribution of Hostility to Ambiguous Paranormal Images.**

Justin A. Wellman, (Charles Levin), Baldwin-Wallace College.  
This study examined the relationship between paranormal belief and the attribution of hostility to ambiguous paranormal images among college students (N = 54), which was hypothesized based on previous research involving locus of control. No significant relationship was found between paranormal belief and the attribution of hostility however. It was discovered that men had a significantly higher level of paranormal belief than did women when ex post facto data was analyzed. This result runs counter to most literature on the topic.

## **18. The Effects of Goal Setting On Athletic Performance.**

David A. Wiest, (Terry F. Pettijohn), Mercyhurst College.

The effects of setting goals, and also what type of goals better influences athletic performance, were investigated in this experiment. Students at Mercyhurst College were used as participants in this study. The hypothesis for this experiment is that setting goals will improve athletic performance and that setting specific goals will enhance performance better than general goals. A one-way ANOVA and paired samples t test were used to measure the results.

## **19. Priming Morality with the Presence of Eastern and Western Religious Artwork.**

Chantell R. Haughwout, (Terry F. Pettijohn), Mercyhurst College.

Participants from Mercyhurst College were randomly assigned to one of three groups, one exposed to Western artwork, one exposed to Eastern religious artwork, and one exposed to no religious artwork. Participants' morality was assessed through morality questionnaires to determine whether exposure to religious artwork has an effect on reported morality. It was hypothesized that results will show a significantly higher morality rating in groups exposed to religious artwork than the group not exposed to religious artwork, and a significantly higher morality in the group exposed to Western religious artwork than in the group exposed to Eastern religious artwork.

## **20. Gender Differences in Memory.**

Laura L. Junker, (Terry F. Pettijohn), Mercyhurst College.

College students put their memory to the test in this research designed to show the difference between the genders when it comes to eyewitness testimony. The participants viewed a thirty minute clip of the movie "Arsenic and Old Lace" and then were issued questionnaires that had questions specified for the movie. The results are anticipated to indicate females paying attention to and remembering the social aspects of the movie, while males will pay more attention to other details such as the duration of the movie.

## **21. Prejudice Attitudes Toward Alternative Sexual Orientations.**

Christopher J. Pepicello, (Terry F. Pettijohn), Mercyhurst College.

Negative attitudes toward homosexuals are prevalent in American society. They can result in lack of helping behavior, verbal harassment, and physical violence toward homosexuals. In the current investigation, The Index of Attitudes Toward Homosexuals Scale was used to examine the influence of age, gender, religion, sexual orientation, and class standing on anti-gay attitudes. The questionnaire was given to freshmen and seniors. The researcher hypothesizes that college seniors will show less anti-gay attitudes than college freshmen. Research will also indicate that college males in general show more anti-gay attitudes than female college students. This research will conclude that higher education and more time spent with diverse groups of people will show less anti-gay attitudes for males and females.

## **22. The relationship between desktop graffiti and seat.**

Jeromi Birtikidis, Holly Harmore, (Gary Levine), Edinboro University of Pennsylvania.

In the current study digital photographs were taken of desks that had varying amounts and types of graffiti. The amount of graffiti will be judged along with a number of content characteristics. Our main prediction is that the further a desk is located from the front of the classroom the more graffiti it will have.

### **23. Do Males and Females Prefer Symmetrical Faces and Objects?**

Jaimi Bonczar, Kathryn Przepyszny, Jennifer Plummer, (Derek Mace), Penn State Erie, The Behrend College.

Male preference for symmetrical female faces has been interpreted by evolutionary psychologists as an evolved strategy by which males select healthy and therefore reproductively viable mates. If this is in fact an evolved adaptation or brain module, then males should not prefer non-human symmetrical objects. Using existing methodology we will compare male and female preferences for human and non-human (flowers) symmetrical and asymmetrical forms. If evolutionary modularity is correct, we expect to see no preference between non-human symmetry and asymmetry. If a difference is seen in the direction of male and female preference for symmetry in both faces and non-faces, then a generalized preference for symmetry may be responsible.

### **24. Estimates of Parental Blame and The Order Effect.**

Joe Hengle, (Gary Levine), Edinboro University of Pennsylvania.

Participants received one of two randomly assigned surveys that had identical questions. The target question asked people to rate the blame parents of children behind school shootings have as well other problem behaviors. One version of the survey asked these questions first. The second version first asked about their own misbehaviors as a teenager and how much blame should be given to their own parents. It is predicted that participants who first rate their own parents' responsibility will blame other parents less on the more general parental-blame question.

### **25. Foraging strategies of African elephants in captivity.**

Chloe D. King, (Tom Hershberger), Chatham College.

Many species have been shown to employ optimal foraging strategies, where the nutritional value gained by the food that they eat outweighs the energetic cost of obtaining it. African elephants in the wild will employ optimal foraging strategies, selectively choosing the most beneficial foods available. In this study, elephants in captivity were observed for evidence of these strategies. Through ethological analysis, it was found that the subjects' feeding behaviors did not significantly change with the nutritional value of the food presented them. Individual foraging behavior, however, proved to be different between members of different social standing within the herd.

### **26. Knowledge & perceptions of psychological disorders and lifetime prevalences.**

Kelly Meinhart, (Tom Hershberger), Chatham College.

The purpose of this study is to examine perceptions about the lifetime prevalence of psychological disorders. Undergraduate and Graduate Psychology students were asked to name all mental disorders that they were aware of, and then were given a list of common psychological disorders ranging from depression to schizophrenia. Results indicate that, graduate students named more disorders than undergraduate students. The two groups differed in estimating prevalence of mental disorders. For both groups estimated lifetime prevalence was compared to the DSM-IV statistics. 39 out of 40 t-tests conducted were significant at the .01 level or higher, with both groups overestimating lifetime prevalence.

### **27. College major and opinions of polygraph tests and the legal system.**

Kathryn Ober, (Gary Levine), Edinboro University of Pennsylvania.

This study was designed to investigate the relationship between a college undergraduate's major with their view of the legal system/opinion about polygraph tests. Participants' familiarity with the test and whether or not they believe they can beat the test will also be examined. It was predicted that students with a concentration in psychology and/or criminal justice will have less faith in the legal system and will believe the polygraph test works, due to their exposure to higher levels of critical thinking and problem solving.

## **28. Female College Students/Sororities: False Uniqueness and Consensus Effects.**

Jessica Szewczyk, (Gary Levine), Edinboro University of Pennsylvania.

This study examined the Outgroup Homogeneity Effect between female college students in a sorority versus those not part of a sorority. Participants completed a survey asking if certain statements pertained to them and then were asked to write in their percentage estimate of female students either in a sorority or not in a sorority that the statement pertained to. It was predicted that females not in a sorority would rate those in a sorority higher on the negative behaviors and lower on the positive behaviors. It was also predicted that the False Consensus Effect would occur between groups.

## **29. Behavioral Effects of Chronic Administration on Oxycodone on Six Rats.**

Matthew T. Weaver, (Rodney Clark), Allegheny College.

In recent months drugs containing the analgesic oxycodone have been the subject of abuse. Perhaps the most well known and controversial of these is the drug OxyContin. This test was designed to create a behavioral dependency model for oxycodone using rats as subjects was evaluated to determine the chronic effects of the drug. According to past research behavioral dependence has been defined as one of three major defining attributes of addiction (Schuster, 1968). The latter two features of the definition were not addressed in this present study, but this study will aid in further studies that address these issues. In this study oxycodone was interperitoneally injected into the rat subjects by means of a saline solution. The concentration was determined by a dose response curve that consisted of doses ranging from 0.38 to 3.0mg/kg. Based on the results from this curve, the dose of 0.76 mg/ml was delivered to the rats during the Chronic Exposure stage of the experiment. A group of six rats was tested under four varying drug conditions and a mean baseline was determined from the data for each phase. Four varying data phases of Baseline, Chronic Exposure, Abstinence, and Antagonism were collected sequentially. This project illustrated a strong possibility that oxycodone, while popularly used in analgesic settings, can cause behavioral dependency as demonstrated by behavioral disruptions upon withdrawal. The analgesic effects of oxycodone were also successfully antagonized by naloxone in the fourth phase of this design. Behavioral dependence along with physical dependency and self-administration tendencies are three defining factors for addiction. The data from this design yielded significant results in behavioral disruptions, showing that they may have been caused by the withdrawal of oxycodone. All data was reported and compared using a Within Subject Analysis of Variance (ANOVA) with  $P < 0.05$ .

## **30. Working Memory and Dual Task Interference.**

Nicole White, Ryan Maddock, (Derek Mace), Penn State Erie, The Behrend College.

The standard conceptualization of Baddeley's (1998) working memory model is a tripartite model, consisting of the central executive sub served by two buffers; the phonological loop and the visuo-spatial sketchpad. We used the Operational Span Task (OST) to assess the tripartite model. The first group was given the Operational Span Task (OPT span), the second group received the OST span with an additional verbal task, and third group was given a star tracing task with the OST span. Preliminary data shows that those completing the OST span alone (the first group) perform better than the second and third groups. This suggests that the OST has a need for both the phonological loop and the visuo-spatial sketchpad.



### **31. Multi-modal teaching methods.**

Michael Beerbower, (Terry F. Pettijohn), Mercyhurst College.

The effectiveness of a multi-modal teaching strategy, incorporating lecture and computerized presentation of notes, video, and graphics, was evaluated in terms of the rate of recall for information taught via this method. The multi-modal method was compared to a lecture on the same material, as well as a PowerPoint presentation. One group of undergraduate psychology students was taught via each method, and their recall tested by an objective exam. Students in the multi-modal group are expected to perform better than students in the other two groups. This study has implications for the reevaluation of traditional teaching methods, as well as for the continued use of "remote classroom" settings.

### **32. Extracurricular Involvement, Motivation, Locus of Control and Academics.**

Shandra M. Brown, (Terry F. Pettijohn), Mercyhurst College.

College students participated in a study designed to investigate the relationship between extracurricular involvement, intrinsic motivation, and academic success. Participants completed forms indicating their age, gender, GPA, SAT, ACT, and activity involvement as well as tests designed to measure IQ, locus of control, and intrinsic motivation. This study hypothesized that involvement in extracurricular activities is related to academic success, internal locus of control, and intrinsic motivation. Results have implications for college preparation and academic success.

### **33. Effects of Random vs. Sequential Order Test Questions on Test Performance.**

Matthew Sacco, Stacey Thesier, (Terry F. Pettijohn), Mercyhurst College.

The differences among scores and amount of time needed to complete either a sequentially ordered or a randomly ordered test was investigated. Fifty-three participants listened to an eight minute taped lecture and then took one of two versions of the same test. The anticipated results will indicate that those students who take the test which contains questions ordered in the same sequence that the material was presented will perform better and require less time to finish than those who take the test which contains the questions in a totally random order. The results will increase practical knowledge of test construction to maximize performance under time constraints.

### **34. Students' perceptions of teenagers who are or are not expecting a child.**

Debra Hallberg, (Gary Levine), Edinboro University of Pennsylvania.

Participants received one of four scenarios describing a teenage male or female who was either an expecting parent or not an expecting parent. The participants were then asked to rate the person on several characteristics including responsibility. It is predicted that expecting mothers will have the lowest responsibility rating.

### **35. Saturday is RED: Synesthetic responses from 280 college students.**

Andrew Russell, (Stephen T. Paul), Robert Morris University.

The idea that a day of the week can be a color is absurd to some but to others this is a natural thought. About 13% of the population experiences cross-sensory events known as Synesthesia (when different senses "cross wires" with each other). Synesthetes have reported musical notes that taste like pickles; chicken that tastes round; and so on. Such reports have often been attributed to insanity or delusions. Current research, however, has allowed scientists to take synesthete's claims seriously. The present study assessed college students' color-preferences for days of the week. The extent that synesthesia may be present in such a population should be revealed in consistent color-preferences.

### **36. Use of Lightness Similarity as a Gestalt Organization Principle in Infants.**

Alicia Telega, Heather Yakubik, Brian Pirosko, (Paul Quinn), Washington and Jefferson College.

Given evidence demonstrating that infants use the Gestalt principle of lightness similarity to group elements into organized percepts, two age groups were tested to determine if this organization is a result of a constructivist or an automatic process. Three- to 4-month-olds and 6- to 7-month olds were familiarized with either horizontal or vertical stripes and then given a preference test pairing alternating row vs. vertical columns of filled and unfilled elements. Only the older infants preferred the novel stimulus organization. These results suggest that organization via lightness similarity is a constructivist process in 3- to 4- month-olds and a more automatic process in 6- to 7-month olds.

### **37. Perceived Job Satisfaction of a Union vs. a Non-Union Job.**

Shaun Witherow, (Gary Levine), Edinboro University of Pennsylvania.

The current experiment investigated perceived job satisfaction as a function of union membership. Participants were presented with two different job scenarios where a worker was either in a union or not in a union. After reading the scenario, participants rated different aspects of the job. It is predicted that people will rate the union job more favorably than the non-union job.

### **38. Family relations, self-esteem, and sensation-seeking levels.**

Mary Farrell, (Terry F. Pettijohn), Mercyhurst College.

The relationship between family background satisfaction, self-esteem, sensation-seeking levels of 50 college students was examined. Self-esteem and sensation-seeking levels were determined by using Rosenberg's self-esteem scale (Rosenberg, 1965) and Zuckerman's sensation-seeking scale (Zuckerman, et.al, 1964). Participants were divided into two groups based on sensation-seeking scores (Group A=high SS, Group B=low SS). These groups answered a short family background satisfaction questionnaire. The results anticipated are that higher sensation-seekers will be less satisfied with their family background than lower sensation-seekers. This may support many theories of the possible positive or negative effects an individual's family may have on their behavior.

### **39. Similar personality traits between pet and human companions.**

Rebecca Munnell, Tanya Gomola, (Gary Levine), Edinboro University of Pennsylvania.

This correlational study investigated personality traits people prefer in their human companions, compared to those of pets. Surveys were given to college students in psychology classes and were asked about traits they think best describe both their favorite pets and their love interests; trait choices were given in lists of 12, from which 5 were to be chosen. Our prediction was that there would be a correlation between traits in humans and animals, such that the higher number of traits in common between humans and animals, the higher the correlation would be.

### **40. Generativity and Reasons for Exercise: An exploratory study.**

Gail Evan, Shannon Plyler, Amy Holder, (Sharon A. Hamilton), Edinboro University of Pennsylvania.

This study explored the relationship between generativity and motivation for exercise. Two hundred and eight college students completed the Loyola Generativity Scale and the Reasons for Exercise Inventory. Significant but low negative correlations were found between the LGS and two subscales of the REI, attractiveness and weight control. A post-hoc t-test found significant differences between high and low LGS groups on these two subscales. However, when the significance level was adjusted to account for the increased possibility of a Type I error due to the number of analyses, the t-scores were not significant.

#### **41. Self-Esteem, Self-Efficacy, Locus of Control and Academic Success & Failure.**

Emily Tresky, (Terry F. Pettijohn), Mercyhurst College.

To determine the relationship between global self-esteem and academic self-efficacy, Intro to Psychology participants will recall an academic achievement or failure, then complete questionnaires on global self-esteem, academic self-efficacy, and locus of control. It is expected that there will not be a significant relationship between global self-esteem and academic self-efficacy. It is projected that students in the academic achievement group and students with an internal locus of control will have a significantly higher self-efficacy level than other students. The results of this study serve as the basis for many other research studies on self-esteem and self-efficacy.

#### **42. Perceived versus observed accuracy in judging others.**

Julie Wyland, Rhiannon Carey, Melissa Rennie, (Stephen T. Paul), Robert Morris University.

Within seven seconds of first meeting someone we form an opinion of them. Such "judgment calls" do not appear to be idiosyncratic as research has shown agreement among individuals in describing others' personalities. The present study examined judgment-accuracy. Volunteers brought opposite-sex friends or lovers. Participants were asked to complete the Personal Questions Inventory (PQI). Next, they completed the PQI again as they believed their partner had completed it. Data from 68 couples were examined with two issues in mind: 1) Does familiarity predict accuracy, and 2) does accuracy vary as a function of whether people hold that "opposites attract" or that "birds of a feather flock together."

#### **43. The effects of daidzin, an antidipsotropic drug, on the alcohol induced motor impairment of Syrian golden hamsters.**

Mathew Epps, (Claudia Thompson), The College of Wooster.

Previous research has neglected to examine the behavioral effects of daidzin administration. This study evaluated the behavior of 17 Syrian hamsters before, during, and after test compound injections. Daidzin, in contrast to saline solution, greatly suppressed ethanol intake, increased water intake, and adversely affected motor coordination. These findings suggest that the putative effects of daidzin administration appear to not outweigh the benefits of insobriety with respect to physiological and neurological welfare.

#### **44. Polysomnographic Recordings.**

Brian Morini, (J. Alec Dale), Allegheny College.

Proper sleep quality is essential for maintaining physical and mental health. Poor sleep quality has been shown to be psychologically or physiologically induced. This study assessed the effects of sleep quality, based on a pretest questionnaire score, on EEG, heart rate, and percent arterial blood oxygen saturation (SaO<sub>2</sub>). Ten males and ten females were split into two groups of five, qualifying as either good quality control sleepers or poor quality experimental sleepers. The second part of the study tested the hypothesis that the experimental group would show a more active overall EEG characterized by delayed sleep onset and erratic sleep cycling, increased heart rates, and decreased %SaO<sub>2</sub>. Females were also predicted to have increased heart rates and %SaO<sub>2</sub> over males. Participants were placed in a sleep lab for 110 minutes in the late evening, and a five-minute baseline and seven subsequent 15-minute trials were recorded. Mean heart rate for male subjects was significantly lower for the experimental group than control males, and experimental males also showed significantly decreased heart rates over female experimentals. Overall, males showed significantly decreased mean %SaO<sub>2</sub> than females over trials. Males with poor sleep quality showed the main effect of mean %SaO<sub>2</sub> to be significantly lower than females with poor sleep quality. EEG analysis over trials showed most male control participants to have the shortest sleep onset time and fairly normal progression through one cycle of sleep. Female experimental subjects appeared to display the longest sleep onset time and more erratic sleep cycling. These findings help identify sleep research as an integral tool to understanding abnormal human physiology that may have long-term medical repercussions.

#### **45. Researching 9/11: Identifying Psychological issues from one day of terror.**

Andrew C. Anderson, Marshall L. Tempest, (Eric D. Miller), Kent State University – East Liverpool.

In the wake of the Sept. 11th tragedy, there are many issues, questions and concerns that are in need of further research. This poster presentation highlights some of the areas that we believe are particularly pressing to study. Some of these issues include: the long-term impact of PTSD effects for survivors, their families and the general public; the nature of altruism and helping behavior displayed on that day and subsequently; and the general mindset of the terrorist groups. This poster will also feature an interactive component in that we will ask those who view our poster to discuss what they believe to be especially important issues to study in a post-September 11th world. More generally, this presentation is an outlet for us all to comprehend this horrific tragedy.

#### **46. How Internet Bulletin Boards Can Serve As A Coping Device for The Bereaved.**

Almondina Brookes, Sharon Morrison, (Eric D. Miller), Kent State University – East Liverpool. The use of Internet communications (e.g., bulletin boards, chat rooms) for the bereaved tends to result in mostly positive coping outcomes for these individuals. Our research has found that women in particular, tend to use these resources and view them favorably. We also consider how these forms of Internet communications will influence and serve as a resource for the bereaved and others in the future. In doing so, the practical and clinical implications of the research are discussed.

#### **47. The Relationship Between Masculinity Levels and Alcohol Consumption.**

Erin Cash, Heather Enos, (Terry F. Pettijohn), Mercyhurst College.

An examination of college individuals from Mercyhurst College was conducted which looked at the different levels of masculinity between individuals and their drinking habits. College students completed surveys including the Bem Sex Role Inventory (Bem, 1974) and the Personal Drinking History Questionnaire (Beirness, 1983) to look at the differences that exist between masculine individuals, feminine individuals, and androgynous individuals and their drinking habits. Individuals with higher masculinity ratings (both males and females) are expected to report drinking more alcohol than individuals having feminine or androgynous traits. It is important to understand the differences between genders and their drinking habits so that treatment programs are can be designed differently for men and women.

#### **48. The Relationship Between Birth Order, Self Esteem, and Decision Making.**

Carrie Frank, (Terry F. Pettijohn), Mercyhurst College.

The relationship between birth order, self-esteem, and decision-making were investigated in fifty undergraduate students from Psychology 101. Participants provided information relating to ordinal birth order and psychological birth status in their living situation and rated themselves using the Rollo May Anxiety Scale (1977), and the Rosenberg Self Esteem Scale (1965). Being born into a certain birth position may predispose altered levels of self-esteem and may provide examples of higher anxiety levels. First-borns are often given great amounts of responsibility and noted to strive for perfection. Predicted results may display first in line children with an increased anxiety level, suggesting a lower self-esteem than other birth positions, and demonstrate a passive decision making style.

#### **49. The effect of task expectancy type on behavioral self-handicapping in undergraduate psychology students.**

Benjamin M. Barney, Jason P. Hassett, Clinton C. Hershey, Brian K. Pietras, (Carl Kallgren), Penn State Erie, The Behrend College.

We conducted an experiment to study the relationship between: 1) task expectancy type and behavioral self-handicapping and 2) the relationship between behavioral self-handicapping and self-reported self-handicapping. Based on previous research conducted by Deppe & Harackiewicz (1996), it was hypothesized that participants expecting to be involved in a fun task would self-handicap more than participants expecting to be involved in a boring task. We also expected that the correlation between behavioral and self-reported self-handicapping would be positive and strong. Results will be presented and implications discussed.

#### **50. Attitudes on ADD/ADHD.**

Melanie Helm, (Gary Levine), Edinboro University of Pennsylvania.

This study examined the relationship between personal experience or familiarity with ADD/ADHD and one's outlook on ADD/ADHD. Participants were given a survey that asked questions about the treatment of ADD/ADHD, how ADD/ADHD children were treated, and what kind of condition ADD/ADHD was. They were then asked if they had ADD/ADHD or if a friend or relative had it. It is predicted that people with little experience or familiarity with ADD/ADHD will have a more negative outlook concerning ADD/ADHD and its treatment than people with personal experience and greater familiarity with ADD/ADHD.

### **51. Cross-cultural study of people's perceptions of marijuana users.**

Seth Jones, Samuel Claster, (Gary Levine), Edinboro University of Pennsylvania.

Participants from the United States and from the Netherlands were given a picture of a college-aged male who was either holding what would appear to be a marijuana cigarette or empty-handed. Participants were then given a list of positive and negative attribute words and asked to circle the words that they felt could describe the person. Given that marijuana is decriminalized in the Netherlands, we predict that the students in the United States will circle more negative and less positive attributes in the marijuana condition.

### **52. Sexual Behavior Differences between College Athletes and Non-athletes.**

Brian Jungeberg, (Terry F. Pettijohn), Mercyhurst College.

The differences in sexual activity among college students and collegiate student athletes were investigated and evaluated through several questionnaires. The sex-roles, self-esteem, and general information were also evaluated in order to establish relationships with factors that, in the past, have been linked with increased sexual activity. The anticipated results will find that college athletes do have an increased frequency of sexual activity compared to college students. The findings will add validity to the idea that athletes and college students engage in sexual activity more frequently.

### **53. Perceived Stereotypes Students Have Regarding Majors Offered in College.**

Danielle Kelch, Matthew Whitehead, (Terry F. Pettijohn), Mercyhurst College.

In this study the researchers will attempt to show stereotypes that individuals have regarding specific majors that are offered at Mercyhurst College. This study consisted of students from Mercyhurst College North East and Mercyhurst College, introductory courses that are offered at both campuses. Questionnaires were handed out to students and answered with their opinions. Majors such as Psychology, Criminal Justice, Dance, and Sports Medicine were some of the majors involved in the study. Questions such as QPA of majors, which gender is more involved in the majors, and level of difficulty in each major were looked at in the questionnaires. The researchers hypothesize that there will be a statistically significant difference between genders involved in the majors, and the level of difficulty that each major entails.

### **54. The Self-serving Bias: A Comparison Between Substance Users and Non-users.**

Isis Kuczaj, (Gary Levine), Edinboro University of Pennsylvania.

An experiment was conducted to examine the self-serving bias and level of substance use among college students. Participants completed a survey containing true/false questions pertaining to their alcohol and drug use behaviors. They were also asked to rate themselves on different personality characteristics in comparison to other people in the class. A significant main effect was found on that marijuana users rated themselves as significantly more humorous than nonusers, potentially exhibiting higher levels of the self-serving bias. Other differences between users and nonusers will be examined.

### **55. Stigma Associated with Seeking Treatment for Mental Disorders.**

Bridget McNamee, (Tom Hershberger), Chatham College.

This experiment surveyed 75 female Chatham students at three levels of psychology education. Stigma towards seeking psychotherapy was measured using Judge's Psychotherapy and Stigma Scale. Preliminary results indicate higher stigma amongst those who have never been in therapy. Results also indicated a decrease in stigma in two of the three stigma subscales as psychology education increased. These subscales concerned the type of people who "belong in therapy" as well as concealment of therapy from others.

## **56. Relationship Between Exercise Behavior and Feelings of Body Satisfaction.**

Kimberly R. Paar, (Gary Levine), Edinboro University of Pennsylvania.

University students were given a survey which asked them questions pertaining to their exercise behavior and how satisfied they are with various aspects of their bodies. It is predicted that individuals who exercise more frequently will be more satisfied with their overall body appearance than will individuals who exercise less frequently.

## **57. Human Mate Poaching and Attraction Among College Students.**

Elizabeth Perelli, (Terry F. Pettijohn), Mercyhurst College.

This study investigates the topic of human mate poaching (the process of trying to attract someone already involved in a relationship), between gender specific groups and their likeliness to try to attract or find desirable a person that is currently in a relationship. The Anonymous Romantic Attraction Survey was used to determine the participants previous experience with mate poaching. Participants completed Likert scales with pictures and a relationship status description which participants were asked to judge. The person that was pictured was then rated on their attractiveness and desirability to date. By administering these tests, data is anticipated to prove the hypothesis that participants will be more likely to find those already in a relationship more attractive and desirable to date. The discussion will explain the significance of the results, showing the relations between the likeliness to mate poach and a persons relationship status.

## **58. Gender Differences in Embarrassment.**

Matthew Sacco, Emily Tresky, Mary Farrell, (Terry F. Pettijohn), Mercyhurst College.

College students participated in a study designed to examine different reactions of males and females to embarrassing situations. Participants completed embarrassment questionnaires, personality survey, and wrote about their most embarrassing moment. Researchers hypothesize that females will be more likely than males to be embarrassed in general, and that both sexes will be more embarrassed in social situations where a hypothetical potential mate is present as opposed to social situations where no hypothetical potential mate is present. The results of this proposed research will provide further insight into the emotion of embarrassment and the importance of self-presentation strategies.

## **59. Parenting Styles & Effect of Consumption of Alcohol and Abusive Relationships.**

Timothy Sedelmyer, Narcisa Tatarevic, (Carl Kallgren), Penn State Erie, The Behrend College.

We are examining the relationships between parenting styles, involvement in abusive relationships, and consumption of alcohol. We hypothesize that college students whose parents used a permissive parenting style, compared to college students whose parents used an authoritarian or authoritative parenting style, will be more likely to consume alcohol and to be involved in abusive relationships. Results will be presented and their implications discussed.

## **60. Kissing Experiences and Attitudes Toward Kissing.**

Steve Siemienski, Matt Sacco, Brian Jungeberg, Mara Jobes, (Terry F. Pettijohn), Mercyhurst College.

There are very few psychological research studies that have investigated the topic of kissing independent of other behaviors. The current study examined kissing experiences and attitudes towards kissing in college students with the goal of collecting preliminary data to aide in the development of a romantic kissing attitudes scale. In addition, researchers predict that kissing attitudes, kissing frequency, and memory for first romantic kiss will be related to attachment style, romantic love orientation, self-esteem, sex roles, and body image. The results of this proposed research will provide further insight into all dimensions of kissing behavior and attitudes which may lead to important implications for interpersonal relationships.

### **61. Examining the Misinformation Effect in Eyewitness Testimony.**

Katie A. Talbot, (Nancy R. Gee), State University of New York at Fredonia.

This experiment examined the variables that affect the occurrence of the misinformation effect in eyewitness testimony. The independent variables in this experiment were the narrative order, the questionnaire type and the type of questions on the questionnaire. The hypothesis is that when subjects are given the write-up first they will perform better on the questionnaire. The ultimate goal of this type of research is to improve the accuracy of eyewitness testimony. Results show that when the subjects were given the narrative first, subjects performed better on all question types except for the identify questions.

### **62. 9/11/01 Events: Media Coverage Influences Anxiety and Contentment.**

Clarissa Thompson, (Rebecca Regeth), California University of Pennsylvania.

One hundred and seven surveys were distributed in two sessions to people ranging in age from 14-59 years the week after September 11, 2001 and two months later to assess public reaction to the terrorist attacks on America. Anxiety was related to hours of TV news watched per week. Those with increased church attendance believed that children should not watch TV news coverage, even with supervision. However, those who did not contribute to the relief fund (i.e. blood or monetary donations) reported that children should be able to watch TV coverage of the attacks while under adult supervision.

### **63. Relationship Between Birth Order and Paranormal Belief in College Students.**

Kara Tuznik, (Gary Levine), Edinboro University of Pennsylvania.

The relationship between birth order and the belief in paranormal is examined. Participants responded to questions from the paranormal belief scale and later reported their birth order. It is predicted that later-born participants will have a stronger belief in the paranormal than their middle and first-born peers.

### **64. The acquisition of simple and complex spatial locatives.**

Ryan W. Internicola, (Richard Weist), State University of New York at Fredonia.

We conducted a study on the growth of children's verbal representations of space, using an archive of child speech (CHILDES). Six children's files were searched for words representing spatial relations. Words were labeled simple or complex. Simple words involve objects' relations to single reference points in space. Complex words involve complex relations e.g. the relation of objects to multiple referents. We hypothesized that children would comprehend simple before complex relations. Contrast was our measure of comprehension. Age at first production of each word was recorded. Contrasts between related words were noted. On average, simple contrasts were made 1 year, 4 months before complex.

### **65. Relationship Between Personality Characteristics and Television Exposure.**

Jessica Kirkpatrick, Emily Wyman, Cameron Shuck, (Carl Kallgren), Penn State Erie, The Behrend College.

Youth spend many hours watching television, and as a consequence, they are exposed to many unrealistic or unattainable role models. In turn, this could lead to lower self-esteem. Thus, the amount of television viewed in high school and college was hypothesized to be inversely related to self-esteem. To test this, measures of self-esteem, television influence, and the amount of television viewed were administered to 100 males and females Introductory Psychology students. Results will be presented and implications will be discussed. Discussion will focus on the relationship between the amount of television viewed and levels of self-esteem for males and females.



## **66. Preschoolers' Perceptions of Physical and Developmental Disabilities in Playmates.**

Renee M. Mele, (Mandy Medvin), Westminster College.

Research has shown that children with disabilities are often rejected by their peers and are rarely selected as playmates. The purpose of this study was to investigate preschoolers' preferences for children with physical or developmental disabilities or typically developing children in hypothetical situations. Sixty-four preschool children from Western Pennsylvania participated in this study. Children were asked to rank which puppets they preferred to play with in a classroom and playground puppet scenario. Results indicated that children without disabilities were selected most frequently in both situations. Children with a physical disability were selected more frequently than those with developmental disabilities in the classroom, but equally preferred in the playground situation.

## **67. Impact of Implicit Theory and Feedback on Children's Intrinsic Motivation.**

Jessica L. Torick, (Mandy Medvin), Westminster College.

This study assessed the impact of belief in intelligence, perceived ability, and feedback (ability/effort) on 5th & 6th grader's intrinsic motivation. Participants were given two scenarios including feedback and a questionnaire assessing intrinsic motivation. It was found that under the ability condition, children with an entity belief in intelligence have a higher level of motivation; that perceived ability does not have a relationship with implicit theory or feedback; and that there is an interaction between task rank and feedback. Implications for future research will be discussed.

## **68. Language Response to Emotion in Spanish-English Bilinguals.**

Alejandra Morroquin, Erica Martire, Malinda Baez-Sprague, (Derek Mace), Penn State Erie, The Behrend College.

Bilinguals are individuals who speak two languages. These individuals may code-switch, substituting a word or a phrase in one language for a word or phrase of the same meaning in another language (Heredia & Altarriba, 2001). It is valuable in understanding the purpose code-switching. It is hypothesized that code-switching may occur when the individual is emotional. This study attempts to clarify this relationship between code-switching and emotion by asking the participants to identify an emotion with word pairs. Code-switching is evaluated when the participant recalls the word pairs.

## **69. Need for Cognition and Prejudicial Behavior.**

Heather Mailli, (Marjorie Krebs), Gannon University.

This study examined the effect that need for cognition (enjoyment of effortful thought) has on the likelihood to engage in prejudicial behavior. The hypothesis was that those individuals low in need for cognition would be more likely to make prejudicial judgments in an ambiguous situation. The situations each had a name with a strong ethnic background as the person being judged. It was also thought that those high in need for cognition would be more confident in their judgments. Preliminary results show no significant relationship between need for cognition and prejudicial judgment.

### **70. Effects of Own Race Bias and Racial Attitude on Facial Recognition.**

Matthew Scholl, (David Gray), Westminster College.

A 2 x 2 factorial MANOVA design was used to examine the effects of the race of the target (African-American, Caucasian) and the racial attitude of participants (high or low) on facial recognition. Participants (N = 76) are all Caucasians and attend a small liberal arts college. As predicted, there was a significant main effect of target found,  $F(1, 74) = 12.465, p = .004$ . Specifically, regardless of racial attitude, participants correctly identified more Caucasians ( $M = 13.57$ ), than African-Americans ( $M = 13.00$ ), which supports the own-race bias theory. As predicted, racial attitude was not found to affect own-race bias,  $F(1, 74) = .256, p = .614$ .

### **71. The Effects of Aversive Racism on Hiring When Qualifications Are Ambiguous.**

Monica Singh, (David Gray), Westminster College.

The present study investigates 120 white college students and their selection decisions in hiring black and white candidates for a job. The hypothesis is based on the aversive racism framework developed by Samuel L. Gaertner and John Dovidio. When a candidate's conditions are either clearly strong or clearly weak, discrimination does not occur for a black candidate. However an aversive racial affect becomes apparent in ambiguous situations. People with high prejudiced racial attitudes will resist the hiring of black candidates with unclear qualifications.

### **72. Tragedy and the American Flag: An Archival Study.**

Kelly S. DiPlacido, (Carl Kallgren), Penn State Erie, The Behrend College.

The American flag is identified as a distinctive yet common patriotic image. Following a national tragedy, patriotic images such as the American flag are generally thought to be displayed throughout many mediums. It may be that many advertisers draw on this opportunity to display patriotic images in their advertisements in order to show support for their country and also advertise their product. This study examines the number of American flags found in American magazine advertisements prior to and after the Oklahoma City Bombing and the terrorist attacks on 9/11. Newsweek and People magazines were evaluated. Results will be presented and implications will be discussed.

### **73. Intimacy in preadolescent best friendships.**

Beata M. Gomulak, (Nita Mary McKinley), Allegheny College.

The study of intimacy in relationships is confounded by non-universal operationalization and in this context, the often-found result that females are more intimate was reinterpreted. Intimacy, importance of intimacy, and satisfaction with the same-sex best friendship was examined in 56 girls and 43 boys (mean age = 11.02) in the fifth and sixth grades. The preadolescents completed a modified version of the Intimate Friendship Scale (Sharabany, 1994) and the Children's Sex Role Inventory (Boldizar, 1991). No sex differences were found for any of the variables but sex role differences were significant. The results are interpreted in terms of previous research concerning sex-differentiated pathways to achieving intimacy and it is concluded that sex roles rather than participant sex better describe these routes.

### **74. The effects of threat type and gender on emotions in romantic relationships.**

Kristen Greenwood, (Sandra Webster), Westminster College.

The effects of threat type (rivalry vs. rejection), realism (recall vs. hypothetical situation), and gender on anger and jealousy were investigated. Participants were 42 men and 58 women who either recalled a situation in which they had been rivaled or rejected or read these same situations. Results showed that men felt more anger and jealousy when faced with a rival, while women felt more anger and jealousy when faced with rejection. Both real and hypothetical situations produced these effects.

## **75. Perceived Consequences of Autocratic & Democratic Leadership Styles.**

Stephanie Morris, (David Gray), Westminster College.

The participants will look at perceived consequences of Autocratic and Democratic Leadership and rank the likelihood of each occurring. The Belief in Strong Authority and Fear of Sharing Power scale will assess how likely the perceived consequences of leadership will occur.

Furthermore, it is predicted that personality will make a difference in perceptions of leadership styles. Belief in Equality and Social Dominance Orientation will be used to evaluate these differences. It was found that high BE participants scored higher on the Democratic Leadership consequences than did low BE participants ( $p < .01$ ). High SDO participants scored higher on the BSA scale than did low SDO participants ( $p < .001$ ).

## **76. The effects of false memory on implicit judgments.**

Megan Mamula, (Alan Gittis), Westminster College.

The current study focuses on the effect of false memory on implicit judgments of college students. It extends an unpublished study done by Drake(1998) by testing the effect of false implanted memory on participants' likes and dislikes as well as likelihood judgments. Thirty college students rated event likelihood before and after implantation of a false memory. They also rated their affinity toward a particular childhood toy mentioned in the implanted memory. Memories were categorized as implanted after being tested for confidence and clarity. It was hypothesized that false memories act as natural memories and that they affect implicit judgments and likeability as well as explicit recall. The research indicates that false memory implantation significantly increases participants' likelihood judgments. No significant difference was found in likelihood judgments before and after implantation. The research further supports theories of implicit and explicit memory and indicates that false memory will affect the decisions made in the future but not on specific judgments of attitudes in the past.

## **77. Effects of Reading Style and Initial Language Ability on Literacy.**

Carrie Mathers, (Mandy Medvin), Westminster College.

The effects of two reading styles on preschoolers' literacy development were examined. The describer style described the story's pictures and asked questions related to the text. The performance-oriented style introduced the story and discussed the story upon completion. A control group followed the Social Skills Curriculum. Based on pretests measuring expressive vocabulary, receptive vocabulary, and phonological skills, twenty-three three-year-olds (8 boys and 15 girls) were matched using the median sum score of both the expressive and receptive pretest and the children were alternately ranked then assigned to one of three groups (describer, performance-oriented or SSC). After seven intervention sessions, posttests measuring these skills revealed there were effects of the child's initial language level on posttest scores; however, no there was no effect of initial language ability and reading style on emergent literacy skill development.

## **78. Identifying False Memories.**

Anna Safran, (Marjorie Krebs), Gannon University.

Much research has been conducted in the area of false memories. The hypothesis that I examined was if participants under a time pressure condition will remember more false memories than those participants without a time pressure. Thirty participants viewed five lists of words. After recalling the words, the second half of the experiment allotted the control condition as much time as needed to recall each word. The timed condition had one second per word to indicate if it was or was not a studied word. Preliminary results suggest that contrary to my hypothesis, the time pressure group remembered less false memories than the control group.

### **79. The Effect of Text Organization and Justification on Memory.**

Andrea Snyder, (Jane Kestner), Youngstown State University.

Two hundred undergraduate students volunteered for the study. Each student was randomly given one of four versions of text. The first and second versions were the original text type. One had a ragged right edge and the other a right justified edge. The third and fourth versions were modifications of the original text type including coherence/linking organization aids. Again, one had a ragged right edge and the other a right justified edge. Students took either a multiple choice or essay type quiz over text content. There were significant main effects for test type and justification type, but no effect for text type, original or coherence/linking. Finally, there were no significant interactions.

### **80. The Effects of Left, Dorsal Hippocampal Inactivation on Memory Consolidation.**

Corrine Gaglia, (Alan Gittis), Westminster College.

This study examines the effects of temporary lidocaine inactivation of the left, dorsal hippocampus on the memory consolidation processes in rats. It asks if both hippocampal hemispheres play a significant role in memory formation by testing whether the right consolidates information while the left is inactivated and if there is an effect of time of disruption. Results demonstrated a significant effect of lidocaine inactivation on performance on delayed non-match to sample task on the eight-arm radial maze indicating lidocaine's effect on memory establishment. There was no effect of time for this study. It was concluded that this result might have been affected by the type of memory trace formed.

### **81. Effects of Estrogen and Aniracetam on a Scopolamine-Induced Memory Deficit.**

Amanda Kopp, (Alan Gittis), Westminster College.

This study explored memory impairment in ovariectomized rats caused by scopolamine administration and the amelioration of this memory impairment by estrogen replacement and aniracetam. Aniracetam (25 mg/kg, p.o., administered 60 minutes pretest), a pyrrolidinone moiety, and estrogen (25 ug/kg, i.m., administered every three days), an endogenous steroid hormone, were tested separately to determine their effects on a working memory deficit induced by scopolamine (0.3 mg/kg, i.p., administered 30 minutes pretest) in ovariectomized female rats (n=14). These two substances were also tested together to determine if they have a compounding effect. A delayed non-match to sample task on an eight-arm radial maze was utilized to evaluate the effects of aniracetam and estrogen. It was found that scopolamine increased errors made by animals.

### **82. Effects of Unilateral Hippocampal Lesions on the Retention of a Habit.**

Sarah Morrison, (Alan Gittis), Westminster College.

The purpose of this study was to determine the effects of unilateral hippocampal lesions on a memory trace in rats. In order to test this, rats were trained using a two choice spatial discrimination task on a radial arm maze. Half of the rats then received a sham lesion, while the other half received a unilateral hippocampal lesion. All of the rats were post-operatively tested on the same task. The results show that the sham rats performed better than the lesioned rats when post-operatively tested. The prediction, derived from the neural network theory, that unilateral hippocampal lesions produce a deficit in performance on a spatial discrimination task, was supported.

### **83. Implications of Unilateral Hippocampal Lesions on the Neural Network Model.**

Kelly L. Holdren, (Alan Gittis), Westminster College.

The purpose of this study was to evaluate the extent to which unilateral hippocampal lesions play a role in memory trace. Subjects were preoperatively taught a spatial task. After training, the subjects received either a sham lesion or a unilateral hippocampal lesion, and then were tested postoperatively on the reversal of the previously learned habit. The results showed that the lesioned animals performed better than the sham animal on post-operative testing. The prediction, based upon a neural network representation model, that unilateral lesions would reduce the effect of proactive interference between the pre- and post-operative tasks, thus enhancing performance, was supported.

### **84. Comparing coping styles between children from intact and divorced families.**

Kristi Gusty, (Marjorie Krebs), Gannon University.

It is suggested from previous research that children from divorced families are more likely to use repressive coping styles compared to children from intact families. In the present study, participants were exposed to either a negative stimulus or a neutral stimulus and then asked to recall a memory from their past. Preliminary results indicate that after exposure to a negative stimulus, children from both divorced and intact families recall more unpleasant memories than pleasant memories. However, after exposure to a neutral stimulus, results indicate that children from divorced families recall more unpleasant memories than children from intact families.

### **85. Effects of Marital Conflict on Angry, Aggressive, and Depressive Behavior.**

Christina Ingold, (David Gray), Westminster College.

This study examined frequency, intensity, and resolution styles of perceived marital conflict in relation to young adults' angry, aggressive, and depressive behaviors. Perceived marital conflict was measured based upon three-categories: frequency, intensity, and resolution. Frequency of conflict was assessed with Interparental Conflict Questionnaire (Forehand and McCombs, 1989). Parental Interactions Scale measured intensity of resolution. Angry Behavior was measured using Spielberger's State-Trait Anger Expression Inventory- trait anger (1979). Aggression was measured using Arnold H. Buss and Mark Perry's Aggression Questionnaire (1992). Beck's Depression Inventory (1979) measured levels of depression.

### **86. Effect of Perceived Parenting Style on Adolescent Self-Efficacy and Peer Orientation.**

Kiersten M. Kuny, (Mandy Medvin), Westminster College.

The present study looks at how differences in parenting styles influence adolescent self-efficacy and peer orientation. The study examines direct and indirect effects of authoritative parenting on peer orientation with self-efficacy as a possible mediator. One hundred students participated from Western PA schools. A path analysis was used to measure the relationship between parenting style, self-efficacy, and peer orientation. The predictions were the more authoritative the parenting style, the less likely the adolescent is to associate with peers, with levels of self-efficacy as mediators. Results indicated that authoritativeness did have a significant effect on peer orientation.

### **87. Parental Conflict's Role in Conflictual Independence and College Adjustment.**

Lisa Zelezniak, (Sandra Webster), Westminster College.

Parental conflict was examined for relationships to conflictual independence and college adjustment. 82 first-year college students completed questions taken from the Interparental Conflict Scale, Psychological Separation Inventory and the Student Adaptation to College Questionnaire. The results indicated that perceived parental conflict was related to an increase in conflictual independence but not to college adjustment. Low college adjustment scores were also found, which suggests that college adjustment increases over time and should be studied later in students' first year.

### **88. Exploring Musical Flow: A Study of Attributive Characteristics.**

Carrie Booher, (Tom Hershberger), Chatham College.

The theory of flow gives a rationale for the phenomena experienced by individuals who perform at optimal levels. The purpose of the study was two-fold: to investigate what characteristics make high and low flow musicians different, and to analyze musical flow in high flow musicians to determine the accuracy of the hypothesis. The 32 paraprofessionals were musicians in a local orchestra. The musicians were asked to participate in 2 phases of the study, both quantitative and qualitative. Characteristics between high and low flow groups were in the domains of tone and rhythm. Qualitative data revealed that knowledge, motivation, preparation, and skill were important characteristics in a musical flow experience.

### **89. Roles of Musical Recognition and Perception Based on Levels of Musicianship.**

Anita McCandless, (Sandra Webster), Westminster College.

Musical experts should perceive changes in a musical phrase based on organization and ability to recognize change. A musical training questionnaire was used to categorize 30 subjects as experts or novices. Sets of flash cards were presented with ancient music, modern music and non-musical compositions. Participants' speed and accuracy at recognizing changes in the compositions were measured. The results showed novices recognized changes in ancient music better, while experts recognized changes within modern music better. Both experts and novices perceived musical changes at the same rate.

### **90. Personality Difference of Musical and Logical-Mathematical Intelligences.**

Mark Borland, John Teti, (Kenneth Milles), Edinboro University of Pennsylvania.

Sixteen college students were classified as being either Logical-Mathematical or Musical on the basis of college major, aptitude test score, and multiple intelligence score. The Bar-On Emotional Quotient Inventory was then used to measure personality characteristics. The Logical-Mathematical and Musical groups were compared on the 21 scales of the Bar-On EQI. Results indicated that the Logical-Mathematical group scored significantly higher than the Musical group on Social responsibility, Adaptability, Problem Solving Ability, Stress Management, and Impulse Control.

## **91. Preschoolers' Conduct Problems and the Family Educational Environment.**

Siobhan Budwey, Kimberly Siracuse, (Andrea Zevenbergen), Jeffrey McLeod, State University of New York at Fredonia.

The relationship between the family educational environment and child conduct problems was examined in a community sample of preschoolers and their mothers. The mother of the child completed the Child Behavior Checklist, Eyberg Child Behavior Inventory, and a questionnaire designed to assess the family educational environment. Preliminary results revealed more child behavior problems were related to the child watching less “educational” television; less frequent reading with family members; less frequent visits to museums, sports games, movies and plays; and less time spent with peers inside the home.

## **92. Relational Aggression In College Students.**

Carrie Egnosak, Charen Pasky, (Carl Kallgren), Penn State Erie, The Behrend College.

Researchers have been studying relational aggression for years. However, few studies have focused on relational aggression in college populations. This study examines the use of relational aggression in a college sample and how it correlates with self-esteem and normative beliefs. Self-report questionnaires including the Werner and Nixon Normative Beliefs Survey (2002), the Multidimensional Self-Esteem Inventory (1988), and a survey of relational aggression were administered in groups to approximately 150 male and female college students. Preliminary results show complex interactions among college student attitudes and their social behaviors, with possible implications for intervention.

## **93. Influence of Legitimacy On Children's Perceptions of Aggressive Acts.**

Lara Kitko, (Mandy Medvin), Westminster College.

This study examines the effect of gender, legitimacy, and aggressive type on a child's perceptions of and reactions toward aggression. Seventy-five 4th and 5th grade children were asked to rate the legitimacy of aggression, evaluate the hurtfulness of hypothetical physical and social aggressive acts, and indicate their behavior reactions. Results indicated that children with high levels of legitimacy found acts of aggression less hurtful than those with low levels. Physical aggression was always found more hurtful than social aggression. There were also main effects of legitimacy and gender on physical aggressive strategies, and gender and type of aggressive act on aggressive strategies.

## **94. Personality, normative beliefs, and gender on children's attributions of aggression.**

Suzette Mongell, (Mandy Medvin), Westminster College.

This study focuses on the effects of implicit personality theory, normative beliefs, and gender on children's attributions of aggression. Prior research has indicated that entity theorists attribute aggression to internal trait factors and incremental theorists attribute aggression to situational factors. Research has also found that a child's normative beliefs will determine how much they approve of aggression and that retaliation responses to aggression differ in boys and girls. However, research lacks in the area of implicit theories and normative beliefs together, as well as individually with regard to aggression. With the use of 77 fifth and sixth grade students, who completed four questionnaires regarding aggressive situations, it was predicted that the more incremental a child appears to be, the more malleable they will find aggression. Likewise, the higher a child is on the normative beliefs scale, the less they will approve of aggression. Finally, it is predicted that boys will be more likely to suggest overt aggression in response to aggression while girls will suggest more relational responses. Results suggested that, when a situation in which the purpose and initiator of the aggression is obvious, the underlying theories are not supported.

### **95. Experience-Dependent Brain Growth in Reptiles I.**

Alina Figueiredo, Lucy Martinez, (David Holtzman), State University of New York at Brockport.

Experience has been shown to affect brain development in a variety of birds and mammals, including humans. This phenomenon can occur postnatally but is restricted to a few regions of the brain in birds and mammals. Reptiles have brains that never stop growing and offer a good opportunity to study the role of experience on brain growth in a postnatal animal. This study will focus on the role of spatial learning and complex spatial environments in regulating brain growth in reptiles. The presence of experience-dependent brain growth in reptiles would support the idea that it is a mechanism conserved evolutionarily among terrestrial vertebrates and may be a conserved mechanism of spatial learning.

### **96. Experience-Dependent Brain Growth in Reptiles II.**

Lucy Martinez, Alina Figueiredo, (David Holtzman), State University of New York at Brockport.

Experience has been shown to affect brain development in a variety of birds and mammals, including humans. This phenomenon can occur postnatally but is restricted to a few regions of the brain in birds and mammals. Reptiles have brains that never stop growing and offer a good opportunity to study the role of experience on brain growth in a postnatal animal. This study will focus on the role of spatial learning and complex spatial environments in regulating brain growth in reptiles. The presence of experience-dependent brain growth in reptiles would support the idea that it is a mechanism conserved evolutionarily among terrestrial vertebrates and may be a conserved mechanism of spatial learning.

### **97. Examining Resistance Building Effects of Neonatal Choline on Fornix Lesions.**

Marie Sekeras, (Alan Gittis), Westminster College.

This project examined the resistance building effects of choline (2-hydroxyethyl trimethylammonium chloride salt) on fornix lesions of rat pups. Choline was administered both pre- and postnatally in order to assess if this nutrient served as a neuroprotective agent against brain injury. After surgery on postnatal day 7, rats were tested on a Y maze Non-Matched to Sample Task (NMTS) starting at postnatal day 30. The rats were tested 20 trials a day for 8 consecutive days. Even though there was a significant effect of surgery on the rats maze performance, the results indicate that choline did not enhance the memory of the control rats or serve as a neuroprotective factor for the lesioned rats.

### **98. The Role of Quinpirole on the Compulsiveness of Maternal Pup Retrieval.**

Julie Tomnay, (Alan Gittis), Westminster College.

This experiment investigated the effect of dopamine induced obsessive-compulsive disorder on the incentive factors and habitual motor responses of maternal pup retrieval. The dopamine D2 agonist, quinpirole, was chronically administered to rat dams to assess its compulsive effect on maternal retrieval. The dams' preference, checking behavior, and retrieval behavior toward specific pups were evaluated. A deficit in terminating the retrieval response with quinpirole dams was observed, a behavior that may serve as a model of obsessive-compulsive disorder.

### **99. HTML Editor-Based Lecture Presentations.**

Angel Brock, (David A. Wheeler), Robert Morris University.

Students in four classes were asked their preferences for classroom lectures. PowerPoint presentations were ranked highest with HTML editor-based presentations a close second. Both of these technology-based presentations were preferred to hand-written notes on a chalkboard or lecture alone. Student comments stated that they liked having the lecture notes published on the Web immediately after class. The HTML editor-based presentations permitted a more interactive presentation than the PowerPoint slides.



### **100. School Psychology Presentation.**

Hillary Anne Mangis, (Michael Crabtree), Washington and Jefferson College.

This independent study consisted of a literary review of psychological disorders that effect school aged children and effective teaching strategies compiled in a reference manual for teachers and parents. The intent of the research is to assist teachers and parents in providing students with optimal educational opportunities.

### **101. Effects of Gender and Symptom Type on Teacher's Acceptability of Treatments.**

Laura Snyder, (Mark Sciutto, Carla Bluhm), Westminster College.

Teacher acceptance of treatments for ADHD is expected to be affected by the use of treatments; positive reinforcement, response cost, and Ritalin (MPH), for symptom types and genders. Elementary teachers completed a set of questionnaires, read a case study, and rated the acceptability of treatment types. Female students are typically viewed as inattentive while males are seen as hyperactive. Teachers perceived positive reinforcement as more acceptable than MPH. Hyperactive symptoms did receive more acceptable ratings for all treatments as compared to inattentive. Response cost was rated least acceptable for all situations; females were not significantly lower for any treatment type compared to males.

### **102. Coaching Behavior and Coach-Athlete Compatibility Among Women's Athletics.**

Allison Wittmer, (Stephanie Valutis), Chatham College.

This study explored coach-athlete relationships and differences in perception of coaching in Division III athletics. 55 female athletes and 5 coaches were surveyed using the Coaching Behavior Questionnaire (CBQ), and a scale that rated compatibility and motivation. Results show significant negative correlations between athlete CBQ scores and compatibility ( $r = -.611$ ,  $p = .000$ ) and motivation ( $r = -.530$ ,  $p = .000$ ), as well as significant differences between coach and athlete CBQ scores for soccer ( $t = -7.245$ ,  $p = .000$ ), volleyball ( $t = 4.926$ ,  $p = .001$ ), and hockey ( $t = 4.484$ ,  $p = .001$ ). Findings indicate that athletes' perception of coaching behavior is related to the coach-athlete relationship.

### **103. A Study of Individuals with Cancer and their Attributions, Control, & Anger.**

Myrande Brooks, (Sandra Webster), Westminster College.

A qualitative study was designed to investigate an individual's control, attributions, and experiences with anger while living with cancer. It was hypothesized that those who believed the illness was out of their control would attribute causes of the illness to be external, would be less likely to seek help, would experience more anger, and less perceived control. Also, age, marriage, and gender were observed for influence on these factors. Results from multiple response tabulations found 33% of responses about attributions dealt with external cause. 50% of responses dealt with anxiety or anger, and 15% revealed less help-seeking. Also, those who were married had less anger and more help-seeking.

#### **104. Internal Attribution for negative events and depression levels.**

Jessica DiBacco, (Carl Kallgren), Penn State Erie, The Behrend College.

The problem under investigation is whether an internal attribution style for negative events is a positive cognitive correlate to the cycle of depression. The Zung Depression Scale and Seligman's Attributional Style Scale will be administered to participants. Participants will be from the Introductory Psychology subject pool, as well as other volunteers. Participants' typical attribution style for negative events will be coded as either internal or external. It was hypothesized that subjects possessing high versus low scores for internal attribution of negative events, would be more likely to exhibit symptoms of depression.

#### **105. Effects of Child Gender and Symptom Type on Likelihood of Referral for ADHD.**

Cara Nolfi, (Carla Bluhm, Mark Sciutto), Westminster College.

This study examined factors affecting the likelihood of a teacher referring a child to a school psychologist for ADHD. Teachers (N=200) read a hypothetical vignette and completed questionnaires in order to examine the effects of child gender and symptom subtype on the likelihood of teacher referral for ADHD. A 2x3 factorial ANOVA examined the effects of child gender (male, female), and symptom subtype (Inattentive, Hyperactive, and Hyperactive-Aggressive) on the likelihood of referral of the child in the vignette for ADHD. Results indicated that teachers are more likely to refer males for ADHD than females. Also, teachers were more likely to refer a child when he or she presented hyperactive and aggressive symptoms of ADHD than hyperactive symptoms alone or inattentive symptoms. Finally, hyperactive males were more likely to be referred than inattentive males or hyperactive and aggressive males and hyperactive and aggressive females were referred more than inattentive females or hyperactive females.

#### **106. Psychiatric Comorbidity in Women with ADHD.**

Kimberly A Siracuse, (Andrea Zevenbergen), State University of New York at Fredonia.

Psychiatric comorbidity in women experiencing symptoms of attention-deficit hyperactivity disorder (ADHD) was examined. Participants were recruited through newspaper advertisements, clinic referrals, and flyers. ADHD symptoms, other psychiatric symptoms, and family, career, and daily life functioning were assessed using a semi-structured clinical interview as well as a series of measures. Previous research suggested that there would be a significant relation between ADHD symptoms and depression. Preliminary results suggest that the stresses created by ADHD symptoms increase the likelihood of the development of both depression and anxiety in women. The combination of symptomatology can have a significant impact on women's family, career, and daily life functioning.

#### **107. Task Performance and Self-Esteem.**

Cathy Bonifate, (Carl Kallgren), Westminster College.

Do people with low self-esteem commit social loafing, or are they just low task performers? People with low self-esteem may appear to social loaf, but their low task performance simply may be attributable to their low self-esteem. However, if people with low self-esteem are truly social loafers, then we expect to find that: 1) people with low self-esteem, compared to those with high self-esteem, will have lower performance on tasks in group settings, and 2) people with low or high self-esteem will perform the same on tasks in individual settings. The results and their implications will be discussed.

### **108. Relationship of self-esteem, life satisfaction and perceived competency.**

Brenda Dunmire, (Tom Hershberger), Chatham College.

The purpose of this study was to examine the relationship between self-esteem (SE), life satisfaction (LS) and self-reported competences. It was expected that SE would be positively correlated with these self-ratings. Twenty-eight counseling graduate students were administered Coopersmith's Self-Esteem Inventory, Diner Life Satisfaction Scale, and a 10 point self-assessment scale of stress, happiness, mathematic, writing, comprehensive, communication, and abstract thinking. LS, happiness and SE were positive correlated, although SE was not correlated with any of the self-assessment measures. The result is consistent with previous research on self-assessment and self-esteem.

### **109. The Values of Exercise: Effects of Exercise Status on Impression Formation.**

Sarah Holowach, (Margaret Gittis), Youngstown State University.

90 participants read a story varying by the gender and exercise status (Exerciser, Nonexerciser, or Volunteer) of the target character. Participants created an image of the target and then rated the target on 12 personality and 8 physical dimensions. 2 x 3 MANOVAs were used to analyze the personality and physical dimensions, with significant effects followed with ANOVAs and Tamhane's T2 post hoc tests. Exerciser targets were rated better than nonexercisers on personality dimensions and both volunteers and nonexercisers on physical dimensions. These results show that an exerciser image holds self-presentational benefits for individuals, while a nonexerciser image may create liabilities.

### **110. Measuring Physical Attractiveness by Status and Clothing.**

Rabiah Rafique, (Steve L. Ellyson), Youngstown State University.

The present study is geared towards understanding how males rate physical attractiveness (PA) in females, who are attired either in formal or informal wear. In addition, this study looked at any stereotypes males hold toward females who are now in the work force. The experiment consisted entirely of males, who were recruited from Youngstown State University. All participants responded to questions relating to the 20 line drawings and the Attitude Toward Women Scale (AWS). The figures were randomly presented in each packet to prevent an order effect. The findings of this research are not yet conclusive, but are under progress.

### **111. "I Know I'm a Mother, But I Don't Really Feel Like One": New Mothers Discuss the Unexpected During the First Postpartum Year.**

Jessica Barnack, Stephanie Bye, Jessica Fricker, (Ingrid Johnston-Robledo), State University of New York at Fredonia.

The postpartum period is an especially difficult time for new mothers, yet very little attention is paid to women's experiences during this time. The purpose of our study was to obtain detailed accounts of a small number of women's experiences with the transition to motherhood. Four women participated in a focus group discussion about issues they found to be especially challenging and made suggestions for improving postpartum education. Themes from the discussion included difficulties making the transition to motherhood and the women identified the need for postpartum education earlier within their pregnancies.

## **112. Relationships Between Practicing Traditional Archery and Self Development.**

Karen Faulhaber, (David Gray), Westminster College.

Kyudo is the martial art of archery. This form of archery borrows from principles of Zen Buddhism. It is not only a physical game but also a mental game. For martial arts to be mastered, there must be complete harmony within that person. Self-calmness in most cases involves lower levels of anger and higher levels of self-efficacy. Past studies have shown that being part of a sport will result in higher self-efficacy and lower anger levels. In the martial arts area however, not many studies have been done to show the effects it has on a person. The present study examines whether practicing Kyudo and other traditional archery practices relate to self-improvement—higher belief that character can be improved, lower levels of impatience and anger, increased self-efficacy, and increased empathy and understanding of others.

## **113. An Objective Comparison of Meditative and Near Death Experiences.**

Lori B. Timmis, (Kenneth Milles), Edinboro University of Pennsylvania.

The current study involves an objective comparison of meditative and near death experiences. Participants grouped on their self-identification as having had a meditative or near death experience, responded to the Objective Experience Survey regarding circumstantial aspects of their individual. Respondents from both groups were contacted primarily via email. Results indicate an overall similarity between meditative and near death experiences. Supplemental research accompanies empirical data to lend support to an Influenced State of Consciousness Paradigm.

## **114. The effects of maternal weight gain on fetal and neonatal health.**

Jillian E. Williams, (Minhnoi C. Wroble), University of Pittsburgh.

This study investigated the relation between maternal stress and weight gain on neonatal health. Mothers were recruited during the late stages of the second trimester. Maternal medical condition, and the health of the infant were monitored throughout pregnancy up to and including labor. Weight gain was positively correlated with longer gestational age, higher birth weight, and higher APGAR scores. In contrast, weight gain was negatively correlated with maternal stress and anxiety during pregnancy. These data highlight the importance of examining how stress during pregnancy may affect early development.

## **115. The Effect of Detailed Descriptions of Schizophrenia.**

Que-Anh Le, (Marjorie Krebs), Gannon University.

High school students, undergraduate students and clients at a mental health clinic were asked to read one of three vignettes about a man engaged in odd behavior. The vignettes ranged from describing only odd behavior to explaining that the odd behavior was caused by schizophrenia. Participants were asked to read one of three vignettes and then rate their feeling about the man. Preliminary analysis suggests that participants rated the fictional man in negative terms when schizophrenia was not mentioned. Compared to the results of a similar experiment conducted last year using the same vignettes, the results suggests that participants do not view a schizophrenic individual as negatively as an individual who is merely acting strangely.

## **116. The Relationship between Teaching Experience and Attitudes about Inclusion.**

Tiffany Lorange, (Mary Beth Mannarino), Chatham College.

The purpose of the study was to investigate whether or not teaching experience affected general education teachers' attitudes toward inclusion. The hypotheses were as follow: 1) the attitudes of more experienced regular education teachers about inclusion will be more positive than the attitudes of less experienced regular education teachers, and 2) the attitudes of regular education teachers with special training will be more positive than the attitudes of regular education teachers with less special education training about inclusion. Subjects for the study included elementary and the high school teachers and student teachers from Farrell Area High School District, in Farrell, PA; and students enrolled in Education 302 and student teachers at Chatham College in Pittsburgh, PA. The instrument used to measure teacher attitudes was a questionnaire about inclusion. The questionnaire, designed by Peter Chow, had 25 items with a five point Likert scale. The data was analyzed using an Independent t-test and Chi-square test. The analysis revealed that there is a significant difference between teachers in training and trained teachers with regard to attitudes about inclusion: teachers in training had a more positive attitude toward inclusion than their counterparts. Teachers who had taken classes about exceptional children did not differ significantly from teachers in training who had taken classes about exceptional children with regard to attitudes about inclusion. Teachers in training who had classes about exceptional children did, however, have more positive attitudes about inclusion than did the trained teachers who had not had such classes.

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