

HD *April 22, 2016* **Conference**

Human Development Conference The 2016 Program



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Welcome to the 2016 Human Development Conference!

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

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Schedule of Events

12:30 PM - 1:00 PM

Conference Registration

1:00 PM - 2:00 PM

Keynote Address by Dr. William Bukowski

Aspects of Friendship Moderate the Effects and Trajectories of Anxiety During Early Adolescence

2:00 PM - 2:15 PM

15 Minute Coffee Break**Paper Presentations**

2:15 PM - 3:00 PM

Presentation 1: The Social Correlates of Polite, Instrumental and Dual Lie-Telling**Presentation 2:** Employment needs of individuals with disabilities: A Qualitative Study**Presentation 3:** Reports of Needs Satisfaction in Non-Gaming Activity by Passionate Gamers**Presentation 4:** Academic and Cognitive Capability: Parent, Teacher and Student Perspectives

3:00 PM - 3:20 PM

20 Minute Break – Light refreshments

3:20 PM - 4:30 PM

Poster Session / Wine & Cheese

Introducing Dr. William Bukowski!



William M. Bukowski is a Professor in the Department of Psychology of Concordia University in Montréal, Québec, Canada. He received an AB in psychology from Canisius College in Buffalo New York in 1976 and an MA (1980) and a PhD (1984) from Michigan State University where he studied developmental psychology and clinical psychology. At Concordia he holds a University Research Chair in early adolescent development. Since 2008 he has been the director of the Centre de recherche en développement humain, a multidisciplinary and multi-university research centre housed at Concordia University. He is 2014 recipient of the John P Hill Memorial Award from the Society for Research in Adolescence.

His research program examines the features and effects of school-age children's and early adolescents' experiences with their peers. The manifest goals of his research are (a) to identify and measure individual differences in experiences with peers and assess how these differences are affected by context; and (b) to assess the effects that peer experience have on development and to identify the factors that account for variations in effects especially those related to gender and culture. He is especially interested in the behavioral and affective antecedents and consequences of friendship relations.

His research is supported by grants from the Social Sciences and Humanities Research Council of Canada and the Le Fonds de recherche du Québec - Société et culture.

Paper Presentations

Presentation 1: *The social correlates of polite, instrumental and dual lie-telling*

Megha Nagar¹, Jennifer Lavoie¹, Angela Crossman¹, and Victoria Talwar¹

The act of lie telling requires considerable social skills. While past research has focused on the association between cognitive ability and lie telling, no study has evaluated whether social skills and lying behaviour are associated across childhood. Additionally, while prosocial types of lies may support social relationships, antisocial lies may be socially destructive. While both socially acceptable and unacceptable types of lies have received investigatory attention, no study has evaluated both types of lies concurrently. Thus, the objective of this study was to examine the social correlates of lie telling in socially accepted versus socially unacceptable ways. Children (N=133) between the ages of 4-14 (M = 8.55 years, SD = 3.05 years) engaged in two lie telling paradigms. The temptation resistance paradigm measured unacceptable lies to conceal a transgression (instrumental lying), while the disappointing gift paradigm measured socially acceptable lies with the intent of protecting another's feelings (polite lies). Children were subsequently labeled as instrumental, polite or dual liars (lied in both paradigms). Social skills and problematic behaviours were evaluated using parent-reported measures. Multinomial regression was used to assess whether social skills and problem behaviour predicted lie-telling behaviour. A significant relationship was found ($\chi^2(15, N=111) = 43.48, p < .001$, Nagelkerke's R² = .35). With every one unit increase in social skills and problem behaviours, children were 10% and 17% more likely to be instrumental liars than truth tellers, respectively. This main finding suggests that instrumental liars may use lies as a communicative tool to achieve social goals. Further implications will be discussed in relation to children's typical developmental trajectory, with the possibility that instrumental liars become polite liars with maturation.

¹ McGill University

Email of Corresponding Author: Megha.Nagar@mail.mcgill.ca

Presentation 2: *Employment needs of individuals with disabilities: A qualitative study*

Amanda Saxe¹ and Tara Flanagan¹

Individuals with disabilities face various barriers which consistently prevent their full inclusion in society. One environment in which this is particularly obvious is within employment settings. Canadians with disabilities are twice as likely to be unemployed, and earn significantly less, than employees without disabilities (Turcotte, 2014). Furthermore, individuals with disabilities who have jobs continue to face barriers within the work environment. Such barriers may include facing stigmatization from employers and coworkers and experiencing a lack of appropriate accommodations (Coletta & Bruyère, 2011). The following study was conducted in order to determine the employment needs of individuals with various disabilities. An online questionnaire with three open-ended questions regarding one's ideal work environment was distributed to adults with disabilities throughout the province of Quebec. Thematic analysis was used to analyze the preliminary results and two main themes emerged from the data: 1) the need for supportive coworkers and supervisors, and 2) the need for a flexible schedule. Results will be discussed in terms of their implications for work settings and how they can be improved to increase accessibility for employees with disabilities. Furthermore, ways to improve supported employment programs that cater to the needs of people with disabilities will be suggested.

¹ McGill University

Email of Corresponding Author: Amanda.Saxe@mail.mcgill.ca

Presentation 3: *Reports of needs satisfaction in non-gaming activity by passionate gamers*

Devin J. Mills¹, Jessica Mettler¹, and Nancy Heath¹

Passions are meaningful activities in individuals' lives that have the potential to positively impact a variety of life domains. Unhealthy passionate engagement, however, threatens this potential. In the present study, we examine whether an unhealthy style of passionate video game engagement (i.e. obsessive passion [OP]) differs from a healthy style of passionate video game engagement (i.e. harmonious passion [HP]) in the experience of essential psychological needs (competence, autonomy, relatedness) during engagement in another enjoyed activity unrelated to gaming. A sample of 446 (72.2% male; Mage = 22.75 years, SD = 4.11 years) frequent (i.e., "play most days of week"), passionate gamers completed the Passion Scale (adapted for gaming) (Vallerand et al., 2003) and the Player Experience of Needs Satisfaction (adapted for enjoyed activities) (Ryan et al., 2006). Two groups (i.e., HP [n = 212; 63.7% male]; OP [n = 183; 81.4% male]) were created using previously employed methodologies (Mageau et al., 2009). Fifty-one (74.5% male) participants were excluded because their style of engagement could not be discriminated between the two groups. A 2 (Gender) X 2 (HP/OP) MANOVA was conducted for needs satisfaction perceived during engagement in another activity unrelated to gaming. Results indicated a significant main effect for Gender (Wilk's Lambda = .98; F(3,398) = 2.93, p = .03; $\eta^2 = .02$), whereby males reported greater satisfaction of relatedness in the identified activity than females. Additionally, the results revealed a significant main effect for Engagement Style (Wilk's Lambda = .95; F(3,398) = 7.01, p < .001; $\eta^2 = .05$), whereby HP gamers reported greater satisfaction across all needs compared to OP gamers. The interaction between Gender and Engagement Style was not significant (p = .23). The discussion focuses on how an unhealthy style of engagement in one's passion may interfere with the experience of needs satisfaction in another enjoyed activity.

¹ McGill University

Email of Corresponding Author: Devin.Mills@mail.mcgill.ca

Presentation 4: *Academic and cognitive capability: Parent, teacher and student perspectives*

Domenico Tullo¹, Carole Inkel², Ed Cukier³, and Armando Bertone¹

A discrepancy in the subjective ratings of a student's academic and cognitive capability by parents, teachers, and self-reports can complicate curriculum placement and at worst, delay the detection of a serious learning disorder. Although previous research has explored the differences between parent, teacher, and student ratings, it remains unclear which perspective can best predict inattention, learning problems, and executive functioning? The present study explored this issue by examining how well parent, teacher, and self-report ratings of inattention, learning problems and executive functions predicted students' performances in standardized intelligence- and attention-based tasks. Students with a neurodevelopmental disorders (i.e., Autism, ADHD, etc.; N = 108; Ages 6-17) were assessed on the Conners Continuous Performance Task (CPT-3), a validated measure of attention, and the Wechsler Abbreviated Scale of Intelligence – II (WASI-II), a measure of intelligence. Furthermore, these students along with their parent and teacher completed the Conners 3 self-report, parent and teacher short-form questionnaires, respectively. In a stepwise multiple regression analysis examining performance on WASI-II, teacher ratings of learning problems and executive functioning alone, predicted global IQ scores ($R^2 = .47$, $F(1, 107) = 94.66$, $p < .001$). A second stepwise multiple regression exploring CPT-3 performance, demonstrated that both parent and teacher ratings of inattention were able to predict average response speed, ($R^2 = .17$, $F(2, 102) = 10.11$, $p < .001$). While parent and teacher perspectives are informative, these results suggest that a teacher's perspective has a specific additive effect in being able to detect a learning problem, executive functioning or inattention. Furthermore, implications for interpreting parent, teacher, and self-report ratings of inattention, learning problems, and executive functioning will be discussed.

¹ McGill University; ² École Samuel de Champlain; ³ Summit School
Email of Corresponding Author: Domenico.Tullo@mail.mcgill.ca

Poster Presentations

Poster 1: *Monetary and social reward in early adolescence and emerging adulthood*

Paige Ethridge¹, Autumn J. Kujawa², Kodi B. Arfer³, Ellen M. Kessel³, Daniel N. Klein³, and Anna Weinberg¹

The ability to process positive outcomes of our behaviour is critical to adaptive functioning in a changing environment. Unsurprisingly then, abnormal reward processing has been implicated in multiple forms of psychopathology. Neural responses to rewarding or non-rewarding feedback can provide insight into how rewards are perceived and how abnormal reward processing can lead to psychological dysfunction. However, it is unclear whether different types of reward—particularly monetary and social reward—hold the same incentive value for different individuals, and to what extent the incentive value of these distinct types of reward might change over the course of development. The primary aim of this study was to compare neural responses to monetary and social rewards in early adolescence ($n = 34$, age 12) and emerging adulthood ($n = 48$, mean age = 20.29). Participants completed the Doors and Island Getaway (IG) tasks while electroencephalography data was recorded. In the Doors task, participants guessed which one of two doors contained a monetary prize, and received feedback indicating whether they won or lost money following each trial. In the IG task, participants received feedback in mock social interactions indicating whether co-players accepted or rejected them. Using principal component analysis and source localization, we decomposed the neural response in each task and identified likely neural generators. In both groups, social and monetary reward elicited a neural positivity maximal at approximately 300ms that localized to the medial prefrontal cortex and the striatum. However, social reward elicited additional early and late positivities, and exhibited a more complex factor structure. These results indicate that reward is not a uniform construct, suggesting that identifying weighting of different reward types may be important in understanding psychological dysfunction across development.

¹McGill University, ²University of Illinois at Chicago, ³Stony Brook University
Email of Corresponding Author: paige.ethridge@mail.mcgill.ca

Poster 2: *The epidemiology of college gambling policies across Canada*

Yaxi Zhao¹, Loredana Marchica¹, and Jeffrey Derevensky¹

College age students have been found to have the highest rates of problem gambling young adults (Blinn-Pike, Worthy, & Jonkman, 2007; McBride & Derevensky, 2009; Wood & Williams, 2007). Problem gambling has been associated with a high degree of personal, social, academic, behavioral and criminal problems. Furthermore, previous studies have suggested that prohibitive college gambling policies may help to decrease wide number of risky behaviors including gambling behaviors in college students (Shaffer, Donato, LaBrie, Kidman, & LaPlante, 2005). Although some studies have examined the epidemiology of college gambling policies in the U.S. (e.g., Shaffer et al., 2005), this has not yet been done in Canada. Thus, the current study constitutes the first Canadian assessment of college gambling policies. Data were collected from 97 English and French colleges across Canada. Shaffer et al.'s coding form was employed to analyze the results. This 15-item measure assesses the prevalence and focus of gambling policy in student non-academic policy manuals, and student residence regulations. Analyses showed that only 34.6% of Canadian colleges have some sort of gambling policies, with most policies (27%) being relegated to regulations in student residences. The limited prevalence of college gambling-related policies suggests that Canadian colleges may underestimate the popularity of problematic gambling, and overlook the value of gambling policy in restraining students' gambling behavior. The present research informs and encourages colleges and universities to develop appropriate gambling policies.

¹ McGill University
Email of Corresponding Author: yaxi.zhao@mail.mcgill.ca

Poster 3: *Entitlement and aggression predict at-risk gambling in college athletes*

Loredana Marchica¹, Damyan Edwards¹, Jeffrey Derevensky¹, and Jake A. Burack¹

Young adulthood remains a critical period for the development of gambling problems. Specifically, college students are at greatest risk for regulated gambling as they are continuously exposed to multiple rich gambling environments that predispose them to gambling initiation and other high-risk behaviors. Maladaptive behaviors in one domain may also transfer to daily activities and influence other high-risk behaviors. Using data collected from the 2012 National Collegiate Athletic Association (NCAA) survey which assessed gambling behaviors and social environments, the current study explored whether aggressive and entitled behaviors predicted at-risk gambling among 18,955 college student-athletes. Controlling for gender and academic year, the results suggest that entitlement and aggression significantly predicted at-risk gambling behaviors among college student-athletes. To test for developmental trends, academic year was also examined and results revealed that entitlement and aggression were the best predictors of problem gambling among senior athletes. The present study suggests that entitlement and aggression, in addition to a myriad of other traits, are risk-factors for gambling behaviors among college student-athletes. Identifying these early risk-factors for gambling behaviors among college student-athletes is important for the development of effective prevention programs among this at-risk population.

¹ McGill University

Email of Corresponding Author: loredana.marchica@mail.mcgill.ca

Poster 4: *Gamers and video game users: What's the difference?*

Amanda Argento¹, Alexandra Torrie¹, Devin J. Mills¹, Jessica Mettler¹, and Nancy Heath¹

Not everyone who plays video games would identify with their gaming. However, within the gaming literature a “gamer” is often described as any individual playing high amounts of video games per week. According to Vallerand (2015), identifying with video games implies gaming is central to one’s sense of self, and thus a passion. It is likely key differences in video game use and the severity of gaming disorder may exist between frequent users and passionate gamers, and therefore, be methodologically important. Additionally, previous research has relied on reported hours per week, which assumes a consistent amount of time to play video games across individuals. It is likely that some may have very little free time to play video games, but devote most of their free time to playing video games. Thus, the current study explored differences in reported pattern of video game use and severity of gaming disorder across passionate (PA) or non-passionate (NPA) gamers and frequent (FRQ) or non-frequent (NFRQ) users (i.e., most days of the week). A sample of 992 adults (29.9% Female; Mage = 23.89 years, SD = 6.22 years) completed the Passion Scale, Internet Gaming Disorder Scale, and reported their hours per week gaming and frequency gaming in free time. Chi-Square analyses revealed 96% of PA gamers identified as FRQ users and more males identified as PA gamers and FRQ users than females. Additionally, 25% of FRQ users identified as NPA suggesting a meaning proportion of frequent users may not identify as gamers. Three 2 (PA vs NPA) X 2 (FRQ vs. NFRQ) ANCOVAs were conducted for hours per week gaming, frequency of gaming in free time, and gaming disorder symptoms while controlling for gender and age. Results largely support the importance of considering individuals’ passion toward gaming as separate from reports of frequent use of video games. The discussion will address the methodological implications these findings have for future research.

¹ McGill University

Email of Corresponding Author: Devin.Mills@mail.mcgill.ca

Poster 5: *Differences in reports of mindfulness and flow in problematic gaming*

Jessica Mettler¹, Devin J. Mills¹, Victoria Carmichael¹, Emmanuelle Gareau¹, and Nancy Heath¹

Previous studies often explore flow (absorption and control) within the context of activity engagement (Engeser & Rheinberg, 2008); whereas the construct of mindfulness (present moment awareness) is often conceptualized as a protective factor against maladaptive functioning (Brown et al., 2007). However, other researchers have confounded these two concepts by using them somewhat interchangeably (e.g., Gackebach & Brown, 2011). Problematic gaming, defined as the experience of negative consequences in life resulting from video game use (Griffiths, 2009), has been found to be positively associated with flow (Hull et al., 2013). Although the relationship between problematic gaming and mindfulness remains unclear, recent research in a related area suggests mindfulness is negatively associated with problematic gambling. Thus, the present study sought to explore differences in reports of mindfulness and flow across gender and problematic gaming groups (minimal, at-risk, and problematic). The sample consisted of 821 participants (25.6% female; Mage = 23.8 years; SD = 5.63 years) who game most days of the week. Results from Pearson’s correlations amongst the variables revealed similar patterns across genders. Furthermore, results from a 2 (gender) X 3 (gaming disorder groups) MANCOVA for aspects of flow while controlling for hours of gaming per week indicated a positive association between problematic gaming and flow, $F(4, 1626) = 13.86, p < .001$; Wilk’s $\Lambda = .94$, partial $\eta^2 = .03$). Moreover, an ANCOVA for mindfulness while controlling for hours of gaming per week revealed a significant overall model $F(2, 814) = 37.95, p < .001$, partial $\eta^2 = .09$ such that females and individuals reporting greater problematic gaming reported lower mindfulness. These results suggest the importance of further clarifying the influence of mindfulness and flow on reports of problematic gaming. Implications will be discussed.

¹ McGill University

Email of Corresponding Author: Jessica.mettler@mail.mcgill.ca

Poster 6: Trait mindfulness in gamers: Implications for well-being

Jessica Mettler¹, Devin J. Mills¹, Isabel Sadowski¹, and Nancy Heath¹

Problematic video game use (PVGU), which disrupts an individual's ability to fulfill social and personal responsibilities (King, Haagsma, Delfabbro, Gradisar, & Griffiths, 2013), affects 3 to 9.6% of individuals (Ferguson, Coulson, & Barnett, 2011) and has been associated with decreased subjective well-being (i.e., life satisfaction, positive and negative affect). Research on mindfulness suggests an increased tendency towards experiencing mindfulness (i.e., focused awareness on the present moment, with acceptance) is associated with greater subjective well-being (Brown & Ryan, 2003). Although the association between video gaming and mindfulness is beginning to be better understood (Gackebach & Brown, 2011), the role of mindfulness as a potential protective factor for PVGU is still unclear. Therefore, the present study sought to assess the influence of mindfulness on the relation between PVGU and wellbeing. The sample consisted of 467 adults who reported gaming most days of the week (40.5% female; M age = 23.52; SD = 6.82) and all data were collected through an online survey. Results revealed PVGU was significantly negatively correlated with mindfulness ($r = -.214$). Furthermore, three mediation analyses demonstrated that mindfulness partially mediated the relation between PVGU and life satisfaction ($b = -.04$; 95% CI [-.08, -.01]), positive affect ($b = -.03$; 95% CI [-.06, -.02]), and negative affect ($b = .06$; 95% CI [.03, .09]). These findings build on the growing body of information on the mechanisms underlying PVGU. Implications for the use of mindfulness as a potential protective factor for PVGU are discussed.

¹ McGill University

Email of Corresponding Author: Jessica.mettler@mail.mcgill.ca

Poster 7: Fertility preservation information and the barriers to its provision for Canadian cancer patients and health care professionals

Isabel Sadowski¹, Anna Levinsson¹, Stephanie Robins¹, Skye Miner¹, and Phyllis Zelkowitz¹

Cancer affects numerous men in Canada and its treatment has detrimental effects on their fertility. Fertility preservation (FP) methods are easy and effective for men. Ensuring this process takes place is paramount to patient-centered care. This study investigated: a) if patients receive FP information from their health care professionals (HCPs); b) if patients were satisfied with the timing of information delivery; c) patients' preferred timing and d) the impact of barriers to the provision of FP information. Two needs assessment surveys were conducted: HCPs ($n = 65$) and cancer patients ($n = 149$) at Montreal and Toronto hospitals. Only 10% of HCPs routinely provided FP information. Notably, 28.3% of patients did not receive any FP information at all. The majority (44.3%) of patients who did receive information were satisfied with its timing, and 45% of all cancer patients preferred to receive information at the time of diagnosis. Logistical regression models investigated the influence of barriers on the routine offering of FP information. For HCPs, a significant relationship was found between time constraints and offering FP information ($\chi^2(1)=5.212$, $p < .05$). For cancer patients there was no relationship between barriers to FP and receiving FP information. A large proportion of cancer patients do not receive FP info routinely, however when they do, they are satisfied with its timing. For HCPs, time constraints are the main barrier to providing FP information. FP materials that can be efficiently used by time-constrained HCPs should be developed so as to achieve patient-centered care.

¹ McGill University

Email of Corresponding Author: isabel.sadowski@mail.mcgill.ca

Poster 8: Coping self-efficacy in the relation between mindfulness and self-injury

Dana Carsley¹, Nancy Heath¹, and Melanie Joly¹

Transition to postsecondary studies is a stressful period associated with a number of difficulties, including risk for engagement in non-suicidal self-injury (NSSI). Mindfulness, or the attention to the present moment with acceptance, and coping self-efficacy (CSE) have been suggested as possible protective factors to help students cope with this transition stress. Therefore, the present study investigated the potential protective roles of mindfulness and CSE for NSSI in 97 first-year university students (78.35% Female; Mage = 18.13 years; SD = 0.81). Participants were grouped according to whether they indicated engagement in NSSI within the last 12 months (recent-NSSI group; $n = 35$), or never having engaged in NSSI (comparison group; $n = 62$), and completed measures of mindfulness and CSE. Results obtained from Pearson's correlation analysis revealed that mindfulness was significantly and positively associated with students' perceived level of CSE ($r = .52$, $p < .01$). Furthermore, the recent-NSSI group reported significantly lower mindfulness ($F(1, 73) = 6.81$, $p < .05$, $\eta^2 = .09$), and CSE ($F(1, 73) = 10.86$, $p < .01$, $\eta^2 = .13$) when compared to students in the no-NSSI group. Most importantly, CSE was found to fully mediate the relationship between mindfulness and NSSI. This study provides preliminary evidence for the role of coping self-efficacy in explaining the relation between mindfulness and NSSI during transition to university. Implications for future research and practice regarding mindfulness as a protective factor for NSSI via CSE are discussed.

¹ McGill University

Email of Corresponding Author: dana.carsley@mail.mcgill.ca

Poster 9: Student reports of stress and coping behaviours in universityBilun Naz Böke¹, Jessica Mettler¹, Devin J. Mills¹, and Nancy Heath¹

The amount of stress students experience may fluctuate throughout the university years. It could be expected that greater stress would correspond to engagement in unhealthy coping behaviours, although this has yet to be explicitly examined across university years. This study sought to examine the differences in reports of stress across university year (e.g., Year 1, Year 2), and to explore the association between university year, reports of stress and engagement in unhealthy coping behaviours (e.g., alcohol use, drug use). A sample of 6,110 university students ($M_{age} = 19.20$ years, $SD = 1.85$ years, 65.6% Female) completed questionnaires assessing their perceived stress and their engagement in unhealthy coping behaviours including frequent intoxication (drug/alcohol), non-suicidal self-injury, and video gaming. Analyses of variance revealed significant differences in the levels of perceived stress by year in university, $F(4, 6105) = 18.87$, $p = .000$. Chi-square analyses demonstrated a significant association between year at university and frequent alcohol use, $\chi^2(4) = 39.057$, $p = .000$, and drug use, $\chi^2(4) = 23.911$, $p = .000$, to cope with stress. Results indicate greater proportions of students endorsing more stress and unhealthy coping behaviours in the later years of university compared to earlier years. These findings challenge the thinking that the transition to university is the most stressful period; alternatively it appears that later years pose the greater challenge to students' well-being. This serves to underscore the importance of providing support to students throughout the university years.

¹ McGill University

Email of Corresponding Author: bilun.boke@mail.mcgill.ca

Poster 10: Pilot evaluation of StressOFF Strategies: A stress management programAmy Shapiro¹, Dana Carsley¹, and Nancy Heath¹

Stress in students is increasing (APA, 2014), and there is a need for adolescent-targeted programs to promote adaptive coping through the teaching of effective coping skills (Frydenberg & Lewis, 2000). The school has been proposed as an appropriate site to implement such programs; however, existing programs are lengthy and require extra time, resources, and special training (Fridrici & Lohaus, 2009). The present study reports the pilot evaluation of the feasibility and acceptability of StressOFF Strategies, a single session (45 min) adolescent-targeted, school-based program, which introduces cognitive behavioral and mindfulness based techniques. Participants were 565 Grade 9 students (57% female; $M_{age} = 14.97$, $SD = 0.36$) who completed self-report measures of stress, current stress management use, satisfaction with program, understanding of, and future willingness to use strategies taught. Preintervention, 35.04% of participants reported a moderate–high overall stress level. Furthermore, all participants initially reported limited strategy use with distraction as the most common strategy (68.89%). Post-intervention, 88.67% of participants rated the program as good to excellent with over 87% of participants reporting understanding strategies quite well to very well, and 76–87% of participants indicating high levels of willingness to use each strategy. Females reported higher levels of stress, greater satisfaction with the program, and better understanding and willingness to use strategies relative to their male counterparts. These results suggest that a single-session stress management program has high feasibility and acceptability in a school setting.

¹ McGill University

Email of Corresponding Author: amy.shapiro@mail.mcgill.ca

Poster 11: Self-determination and academic motivation in high school studentsCharlie Ohayon¹ and Tara Flanagan¹

Self-determination is an umbrella term for the set of knowledge and beliefs that enable a person to engage in autonomous, goal-directed, and self-regulated behaviour. An individuals' capacity to be self-determined and their ability to develop these skills may be influenced by different contexts. The present study investigated differences in levels of self-determination between the contexts of home and school using a sample of grade 10 students. It was hypothesized that there would be significant differences in opportunities to engage in self-determined behaviour between home and school contexts, and that greater levels of self-determination would be related to greater academic motivation. A sample of 50 adolescents (38 female; $M_{age} = 16.2$ years, $SD = .407$ years) completed the AIR Self-Determination Scale and the Academic Motivation Scale. Paired samples *t*-tests and bivariate correlations were conducted to examine the expected differences between self-determination in home and school contexts and the association between self-determination and academic motivation. The association between self-determination and academic motivation was not significant ($r(47) = .167$, $p = .262$); however, we did find significant differences between students' opportunities to be self-determined at home and at school ($t(47) = -6.28$, $p < .001$). These findings suggest self-determination is not related to academic motivation, however, our findings reported less opportunities to engage in self-determined behaviour at school than at home. This is surprising since the demographic of the sample was from private schools where self-determination and academic motivation are prioritized. Future research should explore ways to increase student opportunities at school in an effort to further the development of students' self-determination.

¹ McGill University

Email of Corresponding Author: charlie.ohayon@mail.mcgill.ca

Poster 12: School success and well-being for lesbian, gay, and bisexual adolescents: An exploratory studyEnoch Leung¹ and Tara Flanagan¹

Students who identify as lesbian, gay or bisexual (LGB) face challenges in school because of peer victimization and a negative school climate due to their sexual orientation. It has been found in several studies that peer victimization and school climate have some moderating effect on grades and psychological well-being, even more so for LGB adolescents. The present study attempted to replicate similar results within a sample of 42 anonymous respondents (26 LGB adolescents; 16 non-LGB adolescents; $M_{age} = 15.86$ years, $SD = 1.52$ years). Each respondent completed a demographics questionnaire, Ryff's Psychological Scale of Well-Being, Multidimensional Peer Victimization Scale, and the Georgia Brief School Climate survey. Correlational analyses were conducted between peer victimization and school climate with grades and Ryff's total scale score as well as its subscale components. A one-way group (LGB vs. non-LGB) ANOVA was conducted for differences between grades, psychological well-being, school climate, and peer victimization. Results indicated significant correlations between peer victimization and Ryff's self-acceptance subscale ($r = -.392, p < .05$), school climate and Ryff's total scale of psychological well-being ($r = .374, p < .05$), Ryff's environmental mastery subscale ($r = .459, p < .05$), Ryff's positive relations in others subscale ($r = .315, p < .05$), Ryff's purpose in life subscale ($r = .306, p < .05$), and Ryff's self-acceptance subscale ($r = .388, p < .05$). Results also indicated a significant positive correlation was found between grades and Ryff's personal growth subscale ($r = .321, p < .05$), and between age and group (LGB vs. non-LGB; $r = .382, p < .05$). In addition, the one-way ANOVA did not result in any significance between the factors. The discussion focuses on the implications for educators, students, and parents to increase awareness of peer victimization and ways to promote a positive school climate in high schools.

¹ McGill University

Email of Corresponding Author: enoch.leung@mail.mcgill.ca

Poster 13: Motivations for lying in childhoodOksana Caivano¹, Jennifer Lavoie¹, Vasilina Moskaleva¹, and Victoria Talwar¹

Parents, educators, and other cultural influences all socialize children about the acceptability of (im)moral behavior, such as lying. As they develop, children's reasoning about lying provides insight into their motivations for using deception in social relationships. For example, ratings for different types of lies change across development; with age children are more likely to endorse lies that are told to be polite or spare another person's feelings. Given that lying is by nature hidden, children are key participants who should be consulted directly for their thoughts and perceptions about lie-telling to explore how their reasoning changes through middle childhood into mid-adolescence as they begin to develop their own ideas about lying as a moral versus immoral behavior. This study examined children's ($N = 66$, 8-15 years, $M = 11.29$ years, $SD = 2.16$ years, 62% female) reasoning about lying using a structured interview that probed their understanding and judgments about the acceptability of lies. Children's interviews were coded using analytic induction to create categories that summarized and organized the data. The emerging themes suggest that with age, children's reasoning for lying becomes more nuanced and they begin to endorse telling more lies to protect both their own interests and the interests of others. Specifically, the youngest participants asserted that lying is categorically wrong, but the oldest children held that lying is acceptable to protect another's feelings or protect another from getting in trouble, as well as to protect their own interests. Implications for professionals working with children will be discussed.

¹ McGill University

Email of Corresponding Author: oksana.caivano@mail.mcgill.ca

Poster 14: Developmental differences in moral evaluations of modesty liesAtiyeh Shohoudi Mojdehi¹, and Victoria Talwar¹

Children develop their understanding of lie-telling through a combination of social experiences and cognitive development. Morality is multidimensional, and moral developmental researchers have investigated factors that impact children's moral judgments. Research on children's lie-telling has focused on the ages at which conceptions of truth and lies emerge, as well as children's evaluations of different types of lies, while a limited number of studies have examined children's lie-telling behaviours and moral judgment of lie and truth. This ongoing study is examining children's ($N = 35$, ages 5, 7, 9, 11 years old) moral evaluations of lie and truth-telling as they age. Children are read several stories about fictional character who tells a lie and are asked to provide ratings as well as open-ended explanations. Preliminary results suggest that there are significant age differences in children's ratings of modesty lies, $F(3, 32) = 3.08, p = .041$, such that five and seven year olds rated modesty lies more poorly than nine and eleven year olds. For example, younger children explained that it was better to be truthful than to tell a modesty lie. Overall, results suggest that children's ratings and their explanations about the acceptability of lie-telling may vary across development.

¹ McGill University

Email of Corresponding Author: atiyeh.shohoudimojdehi@mail.mcgill.ca

Poster 15: Deception as a social tool amongst children with maladaptive behaviourMegha Nagar¹, Oksana Caivano¹, Jennifer Lavoie¹, and Victoria Talwar¹

Previous literature suggests that lie-telling and secret-keeping may be daily occurrences for children and their motivations for using these types of deception evolves with age. Both lie-telling and secret keeping can be perceived as either adaptive or maladaptive social tools, and the frequency with which children use deceptive strategies may be associated with their behavioral tendencies. The goal of this study was to explore how frequently children (ages 8-15 years; $N = 50$) report using deceptive communication in their everyday lives in relation to parent-reported maladaptive behavior. Children's self-reported secrets and lies were measured using a small finger tally counter over a span of 3 days. Parents reported their child's level of problematic behaviors using the Child Behavior Checklist (CBCL); levels of problematic behavior were divided according to internalizing, externalizing, and total problems. Results indicate children with higher internalizing behavior problems exhibited lower rates of deception. These findings may suggest that children with internalizing problems use deception less frequently as a social strategy in their everyday lives, providing further support for the idea that deception is used as an adaptive interpersonal communication tool to maintain social relationships, and is an area for future research.

¹ McGill University

Email of Corresponding Author: megha.nagar@mail.mcgill.ca

Poster 16: Indigenous youth's self-perceptions in relation to identity and attachmentVanessa Weva¹, Samantha O'Brien¹, Razieh Namdari¹, Emily Stubbert¹, and Jacob A. Burack¹

In the face of historical and ongoing colonization and oppression, one protective element of resilient Indigenous youth's psychological and emotional development is an ability to maintain high self-esteem, which refers to a strong generalized liking of oneself (Ames et al., 2015; Brown, 2014). Cultural identity and familial and peer relationships comprise a combination of individual and environmental characteristics that contribute to the self-esteem and well-being of resilient youth (Ruiz-Casares et al., 2014). In this study, we examined the relation between cultural identity as well as parent and peer attachment to the self-perception of global self-worth among both male and female Indigenous youth. The participants included 59 Indigenous students: 34 females ($M_{age} = 15.64$, $SD = 2.34$) and 25 males ($M_{age} = 14.52$, $SD = 2.19$), from grade 6 through high school in a community in northern Quebec. Participants completed The Multigroup Ethnic Identity Measure (Phinney, 1992), The Inventory of Parent and Peer Attachment (Armsden & Greenberg, 1987), and The Self Perception Profile for Children (SPPC; Harter, 1988). Pearson correlation coefficients revealed that global self-worth, measured with the SPPC, was positively correlated with peer attachment in males ($r = .54$, $p < .05$), and mother attachment in females ($r = .57$, $p < .01$). Cultural identity alone was not related to global self-worth for either group. These findings indicate differences in the factors that relate to perceptions of self-worth between male and female Indigenous youth. As Indigenous males are at greater risk than females for psychological and social maladaptation (Payer, 2015; Zhao, 2013), healthy and supportive relationships with peers may represent a protective element for their psychosocial development and well-being.

¹ McGill University

Email of Corresponding Author: vanessa.weva@mail.mcgill.ca

Poster 17: The differential effects of parental and peer attachment on the self-esteem of low-income urban youthEmily Stubbert¹, Tania Fernandes¹, Vanessa Weva¹, and Jacob A. Burack¹

The purpose of this study was to explore how parental and peer attachment contribute to various domains of self-esteem among children from low SES backgrounds. A secure attachment with at least one caregiver is thought to promote well-being among underprivileged adolescents (Luthar & Zelazo, 2003), and impact the development of the internal working model of the self (Booth-LaForce et al., 2005). Furthermore, Buckner et al. (2003) found that resilient youth living in poverty reported a more positive view of the self than non-resilient youth. However, parental and peer attachment have been found to differentially contributed to different aspects of self-esteem in the typical population (Paterson, Pryor, and Field, 1994). Therefore, we hypothesized that parental and peer attachment would be positively related to overall self-esteem in low income youth, and parental attachment would be related to different domains of self-esteem than peer attachment. The participants were 30 children between 9 and 14 years of age, recruited from a sleep-away summer camp for low SES children from an urban area. Participants completed the self-report measure of attachment (IPPA; Armsden & Greenberg, 1987) and self-worth (Self Perception Profile for Children; Harter, 1985). Peer attachment was found to be positively correlated with Social Acceptance, $r = 0.502$, $p = .020$, and Close Friendships, $r = 0.710$, $p < .001$. Furthermore, Father Attachment was found to be positively correlated with Social Acceptance, $r = 0.644$, $p = .002$, and Global Self-Worth, $r = 0.481$, $p = .027$. The findings suggest that the father-child relationship should be particularly emphasized in this population.

¹ McGill University

Email of Corresponding Author: emily.stubbert@mail.mcgill.ca

Poster 18: Paternal involvement and child sleep: A look beyond infancyÉmilie Tétrault¹, Élodie Larose-Grégoire¹, Annie Bernier¹, Marie-Ève Bélanger¹, and Julie Carrier¹

In contrast to maternal influences, paternal influences on young children's sleep have been little studied to date. Furthermore, much of this emerging research has focused on infancy or has relied on subjective measures of children's sleep. One of the paternal influences hypothesized to contribute to children's sleep is the degree of father's involvement in their child's life. The current study aimed to investigate the associations between paternal involvement and child sleep during toddlerhood, a period that witnesses an increase in paternal involvement in child life and marked developments in child sleep. When children were 2 years-old, fathers ($N = 46$) reported on their involvement with their toddlers, and child sleep was assessed objectively at age 3 using an actigraph (a small computerized monitor which the child wears for three days). Result indicated that fathers who reported engaging more frequently in emotional support with their 2-years-old child, and those who reported evoking the child more often, had children who slept longer at night one year later. These results are among the first to suggest potential paternal influences on children's sleep after the infancy period.

¹ University of Montreal

Email of Corresponding Author: e.tetrault@umontreal.ca

Poster 19: Exploring off-campus/commuter students' needs at McGillArianaa Bayarsaikhan¹, Bilun Naz Böke¹, and Sarah Manolson²

Over 80% of student population in today's university campuses are commuter students, i.e., those who do not live in institutionally-owned on-campus housing (Hintz, 2011). Age, part-time and full-time attendance, commuting distance, and living arrangements are just a few descriptors that help understand the experiences of commuter students (Jacoby, & Garland, 2004, Dugan et al., 2008). Off-campus commuters have different needs and concerns relative to on-campus peers, of which universities are too often unaware. Therefore, the present study sought to explore off-campus/commuter (OCC) students' needs, potential barriers to meeting these needs as well as potential opportunities. This was done through a two-hour discussion-based community event with representatives from student ($N=15$) and campus staff ($N=15$) populations, held at the university. Discussion centered around four themes, and ended with a brainstorming of ideas to meet off-campus students' needs. The themes were (1) sub-populations of OCC (eg., international vs local); (2) a list of needs that were common to all OCC students, (3) barriers to meeting these needs, and (4) current opportunities for involvement/getting into a community. The analyses revealed that in spite of the diversity of this group, some common needs and concerns in this population can be identified which center on transportation, multiple life roles, integrating support networks, and sense of belonging. Implications for university practice will be explored.

¹ McGill University, ²Manolson Consulting

Email of Corresponding Author: arianaa.bayarsaikhan@mail.mcgill.ca

Poster 20: Theoretical models and issues of metacognition within reading comprehension: overview and avenues for future studiesEmilie Cloutier¹

The aim of this poster is to present theoretical aspects of metacognition within reading comprehension. It has been well documented that reading abilities have major impacts on success at school and future professional life (Martel & Lévesque, 2010; MELS, 2009; Torgesen, 2002). Moreover, low reading performances in 6th grade are correlated with persistent school difficulties and school dropout (Biancarosa & Snow, 2006; Pressley, 2006). Past research have identified three profiles of students with "late" reading difficulties (Cartier, 2006; Catts, Compton, Tomblin & Bridges, 2012; Leach, Scarborough & Rescola, 2003; Pressley, 2006): poor decoders, poor comprehenders and students experiencing difficulties with both issues. While poor decoders struggle with word reading skills, poor comprehenders are struggling with articulation and interaction of higher processes in reading. Since metacognition is the most important factor in reading comprehension when decoding speed is controlled for (Artelt, Schiefele & Schneider, 2001), it is imperative to investigate how metacognition interacts with other higher processes in reading comprehension to better support students with poor comprehension skills. Therefore, this poster will investigate past research on metacognition and reading comprehension, present theoretical models and theoretical issues of metacognition as well as avenues for future studies.

¹ McGill University

Email of Corresponding Author: cloutier.emilie@gmail.com

Poster 21: Methodological challenges to conducting a multi-site randomized trialAishwarya Nair¹, Miriam McBreen¹, Robert Savage¹, Kristina Maiorino¹, Eileen Wood², Alexandra Gottardo², Noella Piquette³, and Helene Deacon⁴

Researchers conducting multi-site interventions face significant challenges with respect to obtaining an adequate sample and training and retaining on-site study teams. The purpose of the present study was to identify participants' perspectives on their experience in a multi-site longitudinal intervention study. Ten participants completed individual one-hour interviews focusing on experienced challenges encountered during their participation in the target project. The interview probed potential issues such as implementation fidelity, synthesis of large amounts of data, coordinating and scheduling trainings of Research Assistants, piloting intervention activities and reliability of evaluation procedures. The target project is a large multi-site, pan-Canadian, Response-to-Intervention study aimed at improving literacy outcomes. It includes over 700 school age children recruited from three provinces - Quebec, Ontario, and Alberta - followed from Kindergarten to Grade 4. Theme based analysis of the interviews revealed common challenges centering around; (1) coordinating different sources of data, (2) constraints around funding, (3) premature initiation, (4) too little communication among researchers, and (5) overlooking site differences. The key qualities of successful onsite research teams were also discussed. Implications of the present findings for development of best practice guidelines for conducting large scale interventions will be explored.

¹ McGill University, ² Wilfrid Laurier University, ³ University of Lethbridge, ⁴ Dalhousie University

Email of Corresponding Author: aishwarya.nair@mail.mcgill.ca

Poster 22: *Decoding and spelling abilities of biliterate Grade 1 and 2 students*Marie-France Côté¹ and Robert Savage¹

The main objective of the study was to investigate reading and spelling error patterns in English and French among first and second grade students enrolled in bilingual programs in Quebec (Canada). It also aimed to investigate cross-linguistic transfer of literacy skills. Grade 1 (n = 211) and Grade 2 (n = 197) students enrolled in bilingual programs were evaluated at the beginning of the school year and in December. Standardized measures of phonological awareness, word reading (regular and irregular words) and reading fluency, as well as experimental measures of pseudo-words reading and spelling were used to evaluate participants' abilities in both languages. A correlation analysis showed that reading performances of students in French are related to performances in English. Also, following an error pattern analysis, four main profiles of errors were identified amongst biliterate students' reading and spelling productions: 1) Errors where the word-specific representation of a French word is linked to the phonological representation of the same concept in English (i.e.: reading "green" for "vert"), 2) Errors based on inconsistent application of French and English grapheme-phoneme correspondences, 3) Errors based on the overgeneralization of either languages' grapheme-phoneme correspondences 4) Errors resulting of inadequate use of grapheme-phoneme correspondences in either language and 5) No error. Those findings indicate that some reading and spelling errors are specific to biliterate students. Thus, the results could be used to guide assessment and intervention with biliterate students, as well as to inform the development of biliteracy reading theories.

¹ McGill University

Email of Corresponding Author: cote.mariefrance@gmail.com

Poster 23: *Rapid Access Naming as a longitudinal predictor of reading ability: Implications of orthographic type*Miriam McBreen¹, Robert Savage¹, Fred Genesee¹, Caroline Erdos², Corinne Haigh³, and Aishwarya Nair¹

Rapid Access Naming (RAN) has been identified as a significant predictor of delayed reading ability and, thus, is a useful tool for early identification and intervention initiatives. However, a review of the subject reveals a lack of consensus concerning whether RAN's predictive power varies according to languages' orthographic depth. The present study addresses these issues by investigating RAN's predictive role in simultaneous English-French bilinguals, English being on the opaque end of the spectrum in terms of orthographic depth (i.e., little letter-sound consistency and low feed-forward transparency) and French being relatively more transparent (i.e., high feed-forward consistency). The final sample consisted of 77 children (62.3% Female; Mage = 65.84 months; SD = 3.62). English RAN ability was assessed in the fall and spring of kindergarten using the Rapid Automatized Naming and Rapid Alternating Stimulus Tests (RAN/RAS) and reading ability was assessed in Grades 1, 2, 3, and 6 using an array of commonly used English and French reading assessments. Hierarchical regressions were used to examine whether RAN assessed in the fall and spring of kindergarten significantly predicted delayed performance on reading measures in Grades 1, 2, 3 and 6. Comparison of results for French and English reveals the following patterns: English RAN appears to be a stronger predictor of delayed reading ability in French than in English. This suggests that RAN is more strongly related to delayed reading ability in transparent than opaque languages, and provides support to the idea of cross-linguistic transfer of reading skills from English to French.

¹ McGill University, ² Montreal Children's Hospital, ³ Bishop's University

Email of Corresponding Author: miriam.mcbreen@mail.mcgill.ca

Poster 24: *Describing math skills in learning disabled students via attention and IQ*Emma Clark¹, Domenico Tullo¹, and Armando Bertone¹

Students with learning disabilities (LDs) have common profiles that include poor academic performance compared to typically developing peers. Early mathematics capabilities play an important role in predicting future academic success. Furthermore, domain-general attention skills are essential for learning and development of early math skills. Research involving these skills can help to make clearer the degree to which attention contributes to the academic difficulties experienced by individuals with LDs. We investigated the relationship between attention, math ability and IQ in 43 students with a LD. Students completed the WASI-II (IQ), CPT-III (attention-based task) and EasyCBM (curriculum-based math measure). Although attention was able to predict math performance, with better attention skills being predictive of higher math scores; non-verbal perceptual reasoning intelligence (PRI) had a mediational role between attention and math capability in students with LDs. These results provide theoretical basis for the implementation of a non-verbal, visuo-attentive training intervention for students with LDs.

¹ McGill University

Email of Corresponding Author: emma.clark2@mail.mcgill.ca

Poster 25: Social and attentional benefits of PA for students with DDKian Habib¹

Recent studies have indicated physical activity (PA) may increase concentration for students with developmental disorders (DD). However, research has often for the most part focused on the physiological effects of PA, and has not assessed the possibility of increased contextual social learning during group PA in classrooms. This study examined the effect of PA for DD students on both attentional levels and social learning measures. Forty-two students between the ages of 14-17 were recruited across grades at Summit school in Montreal. Half of the students participated in a 5 minute PA routine once a day (PA intervention), before academic work, for 4 weeks. The other half of students served as the control group. Attention was assessed using the d-2 Test of Attention, a validated and reliable 6 minute paper and pencil task. Attention was assessed 3 times, (i) pre intervention or baseline, (ii) post intervention and (iii) once during the 4-week period directly following PA. Motivation and social impact of PA were assessed twice (pre/post intervention) using the Physical Activity and Leisure Motivation Scale (PALMS). Preliminary results indicate errors of omission and commission were significantly reduced for students in the intervention group post-intervention. Greater PA levels also correlated with higher levels of baseline social skills as well as PALMS scores indicating social development from PA. Findings suggest incorporating a brief PA routine before academic work may increase student concentration and social skill in adolescents with DDs.

¹ McGill University

Email of Corresponding Author: kian.habib@mail.mcgill.ca

Poster 26: Gender-specific differences in ASD cognitive profiles: WIS vs RavenAlexia Ostrolenk¹ and Armando Bertone¹

A male to female ratio of about 4.3:1 has been consistently reported in autism spectrum disorders (ASD). There is also evidence of differences in cognitive profiles of males and females with autism, showing gender-specific strengths and weaknesses on different subtests. Cognitive abilities are typically measured with Wechsler intelligence scales (WIS). However, the reliability of these assessments in autism is questioned, notably because some subtests require good language production and comprehension skills that are often impaired in autism. Raven's Progressive Matrices (RPM), a measure of fluid intelligence, do not require language skills and may therefore reflect a more veridical measure of cognitive abilities in autism. In this study, we compared the cognitive profiles of males and females with autism across a large age range using both WIS and RPM measures in order to find out whether gender-related cognitive differences are contingent on the type of assessment tool used. The WIS and RPM scores of 37 females and 37 males with autism (aged 7 to 50) were matched on their age and full scale IQ scores. Results were compared to male and female control groups. Preliminary results show gender-specific differences for both overall IQ scores and cognitive profiles that are dependent on the type of assessment tool used (WIS vs RPM). We will conduct additional analyses assessing how age (i.e., children and adults) and symptom severity effects these profile differences. These have consequences in clinical practice since the type of assessment tool used results in different estimation of cognitive ability across gender in autism.

¹ McGill University

Email of Corresponding Author: alexia.ostrolenk@mcgill.ca

Poster 27: Gender differences in perceptual profiles in autism spectrum disordersEvelyne Marcil¹, Jacalyn Guy¹, Laurent Mottron², and Armando Bertone¹

Two of the most accepted tenets of cognitive profile in Autism Spectrum Disorders (ASD) originate from the concurrent demonstration of: i) superior performance on visuo-cognitive tasks that are void of social information, such as the Block Design Task (BDT) subtest of the Wechsler Adult Intelligence Scale, and ii) decreased performance on tasks where social information must be processed, such as those involving the identification or discrimination between face stimuli. Gender differences are robustly evidenced in ASD, as the median ratio is 5.75 males to 1 female. This ratio is increased to as high as 16 males to 1 female when only high-functioning autistic individuals (average intelligence) are taken into account, since in general, females with ASD tend to have lower IQ than males. Given that most studies examining cognitive abilities in ASD include high-functioning participants, a strong argument can be made that the cognitive theories in ASD are based on evidence biased towards male abilities. The objective of this study was to assess whether ASD-specific perceptual profiles, based on social (face identity discrimination) and nonsocial (BDT) task performance, are equivalent in both females and males with an ASD. Although preliminary due to the relatively small sample used, findings suggest that male and female with an ASD share similar perceptual profiles, whereas it is not always the case in the neurotypical population.

¹ McGill University, ² Université de Montréal

Email of Corresponding Author: alexia.ostrolenk@mcgill.ca

Questions or Comments

HumDevConference@gmail.com

***Hope to see you next year for the
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