

ADDENDA

Additions, Deletions, and Changes to the printed program for the 2011 Psychonomic Society meeting

Federal Funding Agency Posters

(150) National Institutes of Health/NCCAM, JOHN GLOWA

(151) National Eye Institute, National Institutes of Health, CHERI WIGGS

(152) National Science Foundation, BETTY TULLER

Thursday Evening

Poster # 1124 will be presented in the Saturday Noon session as Poster # 4120.

Friday Morning

Perception I

Willow AB, Friday Morning, 10:00-10:55

Session Chair Change

Chaired by Jessica Witt, Purdue University

Friday Noon

Author Added. New Author is underlined.

(2095)

The combined Attention Systems Test: Simultaneous Measurement of Endogenous Control of Orienting, Timing, and Filtering. MICHAEL A. LAWRENCE, MATHEW D. HILCHEY, GREGORY H. MacLEAN, SHANNON A. JOHNSON and RAYMOND M. KLEIN, *Dalhousie University* (Sponsored by Jean Saint-Aubin).

Poster # 2100 has been withdrawn.

Change 2nd Author's Name.

(2131)

Validation of a Workplace-Relevant Divergent Thinking Task. MELODY S. BERENS, SERGEY BLOK, ALEXEI SMALIY, TIMOTHY GEORGE, JANET COOK and HENK J. HAARMANN *University of Maryland College Park*.

Friday Evening

Poster # 3054 has been changed.

(3054)

Prospective Memory: How Automatic is Spontaneous Retrieval? GILLES O. EINSTEIN, *Furman University*, TYLER HARRISON, *Georgia Institute of Technology*, HILLARY MULLET, *Duke University*, KATIE ADDINGTON and HUNTER OUSTERHOUT, *Furman University*--Across three experiments, we examined the effects of divided attention on the spontaneous retrieval of a prospective memory intention. Participants performed an ongoing lexical decision task with an embedded prospective memory demand, and they also performed a divided attention task during some segments of lexical decision trials. In Experiment 1, performing a moderately demanding divided attention task (odd-digit detection task) did not affect prospective memory performance. In Experiment 2, performing a more challenging divided attention task (random number generation) produced decrements in prospective memory. Experiment 3 showed that this decrement was eliminated when the prospective memory cue was particularly salient. Taken together, the results support the existence of spontaneous retrieval (i.e., retrieval in the absence of monitoring) and suggest that (1) spontaneous retrieval is not automatic and

(2) challenging divided attention tasks interfere with retrieval of the intention and not with execution of a retrieved intention.

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Poster # 3070 has been withdrawn.

Saturday Morning

Perception II

Grand Ballroom D, Saturday Morning, 8:00-9:35

Paper # 153 (8:20-8:35) has been withdrawn.

Saturday Noon

Poster # 4043 has been withdrawn.

Poster # 4110 has been withdrawn.

Poster # 4120 has been withdrawn.

Poster # 1124 will be presented as Poster # 4120.

Saturday Evening

Poster Session

Poster # 5003 has been withdrawn.

Poster # 5081 has been withdrawn.

Authors added. New authors are underlined.

(5025)

Spaced Retrieval Compensates for the Associative Memory Impairment in Older Adults. PATTI M. SIMONE, MATT BELL, and NICHOLAS CEPEDA.

(5109)

Modeling Creative Idea Generation Using LSA. SERGEY V. BLOK, ISAIAH HARBISON, HENK J. HAARMANN, MICHAEL BLOODGOOD, and MELODY BERENS, *University of Maryland, College Park* (Sponsored by Joseph Dien)

Poster Added.

(5149)

Anxiety's Footprint: Individual Differences in Frontoparietal Activity Predict High-Stakes Choking in Math. ANDREW MATTARELLA-MICKE & SIAN L. BEILOCK, *University of Chicago*—In a high-stakes situation like a math test, strong incentives are placed on performance. Though individuals are motivated to succeed, overwhelming incentives can have the opposite effect, causing performance to decline. This is referred to as choking under pressure. The current study provides direct neural evidence that choking is caused by a disruption of working memory. Using fMRI, we show that individual differences in choking on a math task can be predicted by patterns of online activity and connectivity within a frontoparietal working memory network. Individuals that exhibited choking during high-stakes math problem solving showed reduced activity within the intraparietal sulcus and the inferior frontal junction. The degree to which ventromedial prefrontal cortex uncoupled from this network predicted further differences in high-stakes math performance. These results show that the extent to which an individual chokes under pressure depends on online differences in the operation of working memory.

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Sunday Morning

Speech Perception II

Metropolitan B, Sunday Morning, 8:00-9:35

The title, authors, and abstract for Paper # 275 are incorrect in the program. The correct abstract follows:

(275) 9:20-9:35

Do Voice Details Survive Lexical Consolidation? NICOLAS DUMAY, *Basque Center on Cognition, Brain and Language, San Sebastian, Spain*, JEFFREY S. BOWERS, *University of Bristol*--This study assessed whether lexical consolidation strips voice-specific details off newly learnt words, thereby producing more abstract representations. English participants acquired one set of fictitious competitor words (such as 'shadowks' for 'shadow') seven days before the test, and another set of such competitors immediately before the test. Each word was learnt in a male or a female voice, and was tested in either the same or the other voice. Cued recall and phoneme monitoring showed stronger memory for the seven-day old items and an enhanced voice effect "better performance in the same voice condition" after seven days. Critically, performance in a pause detection task showed that only the seven-day old items contributed to lexical activity, and this only when the input preserved the voice in which they were encoded. Such findings indicate that voice-specific details neither are stripped off during nor just survive lexical consolidation: they are enhanced by it.

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Selective Attention II

Metropolitan A, Sunday Morning, 10:20-11:55

The times for papers 280 and 283 have been switched. The new schedule is:

10:20-10:35 (283)

Automatic Visual Selection. JAN THEEUWES and ERIK VAN DER BURG, *Vrije Universiteit Amsterdam*

11:20-11:35 (280)

Attentional Control Via Implicitly Learned Associations. JOSHUA D. COSMAN and SHAUN P. VECERA, *University of Iowa* (Read by Shaun P. Vecera)

Reading Processes

Metropolitan B, Sunday Morning, 10:00-11:35

Change to abstract. Changes are underlined.

10:40-10:55 (293)

How Fast Can Predictability Influence Word Skipping During Reading? DENIS DRIEGHE and GEMMA FITZSIMMONS, *University of Southampton*—In an eye-tracking experiment during reading, the extent to which a target word was predictable from the preceding context was varied. In the first two conditions, the target word was embedded in the same carrier sentence but the preceding sentence made the target word either predictable or unpredictable. The third condition was identical to the unpredictable condition but for the word preceding the target word which constrained the identity of the target word rendering it highly predictable. The two predictable conditions were matched on sentence completion ratio. This design allowed us to examine whether contextual predictability needs to gradually build up over the preceding context to have maximal impact on increasing word skipping or whether constraint exclusively originating from word n-1 is fast enough to have a similar impact. Results indicate that predictability does not need to gradually build up to have maximal impact on skipping rates.

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Cognitive Skill Acquisition
Grand Ballroom AB, Sunday Morning, 9:40-11:15

Paper # 309 10:20-10:35 has been withdrawn.

Added Paper

11:40-11:55 (313)

Diagram Orientation Affects Interpretation of Evolutionary Diagrams: Evidence from Eye Movements.

LAURA R. NOVICK, *Vanderbilt University*, ANDREW T. STULL, *University of California, Santa Barbara*, and KEFYN M. CATLEY, *Western Carolina University*. Nineteen college students who had taken the year-long introductory biology class for majors attempted to translate cladograms (diagrams depicting evolutionary relationships among a set of taxa) from the ladder (diagonal) to the tree (rectangular) format. Each cladogram depicted 5-6 taxa. The “main line” of each ladder was slanted either up to the right or down to the right (12 stimuli in each condition, manipulated within subjects). Eye movement analyses indicated that subjects had a general bias to scan cladograms from left to right, regardless of the ladder’s up or down orientation. In addition, subjects were found to scan in the direction of each ladder’s “main line,” yielding an upward scanning bias for the up ladders and a downward scanning bias for the down ladders. Because scanning down facilitates correct interpretation of the branching structure, translation accuracy was higher for the down than the up ladders.

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