



**Addenda to the 59th Annual Meeting of the Psychonomic Society,
New Orleans, Louisiana**

Abstract Changes

Poster 2024, **The Accessory Stimulus Effect Is Abolished by a Prepulse Preceding an Intense Startle-Eliciting Acoustic Stimulus**, TERRY D. BLUMENTHAL, APARNA SIVAKUMAR, LAWRENCE B. SNIPES, Wake Forest University.

Abstract title and text incorrectly listed. Corrected version of abstract: **The Accessory Stimulus Effect is enhanced by a prepulse preceding an intense startle-eliciting acoustic stimulus**

The Accessory Stimulus Effect (ASE) involves a speeding of reaction time to a target stimulus when that target is accompanied by an intense stimulus in another modality. An intense acoustic stimulus can elicit a startle response, and this intense stimulus speeds responding to a concurrent visual target. A weak acoustic pulse (a prepulse) presented shortly before the startle stimulus inhibits the startle response, referred to as Prepulse Inhibition (PPI) of startle. In the current study, startle eyeblink responses were measured while participants completed a simple two-color Stroop task. A startle stimulus resulted in speeded reaction time on the visual Stroop task, and this ASE was enhanced by the presentation of a prepulse 120 ms before startle stimulus onset. This suggests that the suppression of startle responding by the prepulse decreased the amount of interruption caused by that startle response, enabled the further processing of the startle stimulus and strengthening the ASE. This finding has implications for processing task-relevant stimuli in the presence of cross-modality distracting and facilitating stimuli.

Poster 4209, **Variations in Memory Ability in Sighted and Unsighted Individuals**, KAREN ARCOS, SUSAN M. JAEGLI, EMILY D. GROSSMAN, University of California, Irvine.

Abstract text incorrectly listed. Corrected version of abstract: We investigate whether and how different senses impact short-term memory (STM) and working memory (WM) in blind and sighted humans. People who are blind have superior STM relative to the sighted. Braille's influence on memory in blind individuals is less clear. Braille is a written code for the blind, in which raised dot patterns felt with the fingertips represent characters. Sighted participants and legally blind participants were recruited. Participants completed a demographic questionnaire. They also completed STM and WM tasks: visual, auditory, and haptic digit span tasks and a verbal n-back task. Dependent variables were task accuracy. On the digit span, sighted participants remembered significantly more items visually compared to auditorily. They also showed the expected load-dependent effect on the n-back task. Blind participants scored significantly higher than the sighted on the auditory digit span. The difference was even higher among blind braille readers compared to the sighted on the same version. Preliminary data indicate modality's role in memory is important. Findings will better explain how encoding modality differentially influences memory performance in both groups.

Withdrawn Abstracts

Spoken Talk 47, **The Effects of Imageability and Word Frequency in Cued Recall**

Spoken Talk 239, **Can Textbook Annotations Serve as an Early Predictor of Student Learning?**

Spoken Talk 299, **Boosting Cognitive Capabilities Through Enhanced States During Gaming**

Poster Number 1047, **The Suppression of Naïve Theories About the World: A Bayesian Hierarchical Diffusion Model**

Poster Number 1155, **An ERP/fMRI Study of the N450 Rhyming Effect**

Poster Number 1164, **Developmental and Serial Position Effects in Transposed Letters Masked Priming in Italian Children**

Poster Number 1184, **The Cognition of Liars and Truth-Tellers Depends on Affective State and Stereotype Threat**

Poster Number 2020, **Contextual Similarity Modulates Auditory Negative Priming: Evidence of Prime Response Retrieval Processes**

Poster Number 2120, **Predictability and Word Frequency Effects in Speech-Perception-in-Noise Task By Non-Native Speakers**

Poster Number 2125, **The Grammaticality Asymmetry in Agreement Attraction Reflects Response Bias: Experimental and Diffusion Modeling Evidence**

Poster Number 2129, **Short Exposure to a Foreign Accent Impacts Subsequent Cognitive Processes**

Poster Number 2152, **Effects of Family Size/Frequency for Three-Character Japanese Kanji Compounds**

Poster Number 2157, **Event-Related Potential Comparison of Lexical Decision and Relatedness Task Sensitivity and Reliability**

Poster Number 3082, **Individual Differences in the Ability to Combine Concepts**

Poster Number 3111, **Gender Difference in Social Brain Connectivity in Autism Spectrum Disorder**

Poster Number 4044, **Does Phonotactic Learning Exploit Indexical Features?**

Poster Number 4066, **Investigating Bilingual Advantages: Evidence for Articulatory but not Cognitive Enhancement**

Addenda to the 59th Annual Meeting of the Psychonomic Society, New Orleans, Louisiana

Poster Number 4102, **Does Visuospatial Working Memory Affect Wayfinding Using Two- and Three-Dimensional Maps?**

Poster Number 5179, **Working Memory, Mindfulness, and False Memories**

Abstracts Added

Poster Number 1242, Poster Session I, Thursday Evening, 6:00-7:30, **Aging and context effects in working memory: an event-related potential investigation**, JAMES HOUSTON, Middle Tennessee State University, MEI-CHING LIEN, Oregon State University, MICHELLE HUGHES, University of Akron, PETER MALLIK, University of Akron, PHILIP ALLEN, University of Akron

Older adults exhibit deficits in working memory function compared to younger adults. The goal of this multiple experiment study was to examine the role played by context integration in age-related differences in working memory performance. Behavioral and neurophysiological measures were taken while participants engaged in two tasks to address potential age group differences in working memory encoding, retrieval, and context integration. We observed an age-related reduction in resource reserves that led to losses when the older adults' comparatively lower resource capacities were exceeded by task demands. ERP analyses suggested that these effects were associated with working memory access deficits with aging. Older adults also exhibited more diffuse, and frontal activations. We conclude that resource consumption is the most likely candidate to drive age group differences in working memory performance and that this difference is the result of age-related deficits in accessing offline working memory stores. Email: James.houston@mtsu.edu

Session/Presentation Changes

Symposium 4, Saturday, November 17th, 10:00 a.m.-10:15 a.m. (167) **Appreciating the Role of the Observer in the Interpretation of Medical Images**, Replaced with: **The Influence of Time Pressure and Prevalence in Pathology Imaged-based Decision-making** JENNIFER TRUEBLOOD, Vanderbilt University
jennifer.s.trueblood@vanderbilt.edu

Despite significant technical improvements in cancer imaging and training of specialists, diagnostic errors still occur with rates estimated to be 10% or greater. The detection and diagnosis of abnormalities in medical images is a complex task that is influenced by a number of related factors including time pressure due to high workloads and prevalence effects arising from either (1) naturally high or low rates of disease in clinical samples or (2) censoring / prioritization of images for review by automated systems. In this talk, I will discuss a joint experimental and computational modeling approach to understanding how these two factors influence decision-making in pathology. In particular, evidence accumulation models will be used to quantify latent cognitive processes and statistically separate different components of the decision process (response caution, different types of biases, and rate of information uptake). I will also compare the performance of experts and novices and show that both groups are similarly susceptible to the influences of prevalence and time pressure.

Saturday, November 17th, 12:00 p.m.-1:30 p.m. (**Special Event**) **Psychonomics Digital Activities**, Incorrect information listed. Corrected information is:

Putting the Public into Science and Making Science Public
STEPHAN LEWANDOWSKY, University of Bristol, CASSANDRA JACOBS, University of California, Davis

The Psychonomic Society has been systematically increasing its digital profile, with the <https://featuredcontent.psychonomic.org/> site posting reports about current Psychonomic research at least twice a week. In addition to routine posts, we have been hosting between 2 and 3 Digital Events (<https://featuredcontent.psychonomic.org/digital-events/>) per year, which provide in-depth discussion of a single topic. We have recently introduced Learning Groups (<https://featuredcontent.psychonomic.org/learning-groups/>), which provide an opportunity for members of the society to use our online material in teaching via a customized landing page (i.e., an online syllabus with links to content). We are currently adding another feature to the site that will provide pointers to Resources for Research, consisting mainly of links to articles in Behavior Research Methods with resources such as stimuli or norms and so on. This meeting with the Digital Content Editor and one of our team of Digital Associate Editors will provide an opportunity for review and discussion of the Society's many digital initiatives. We welcome feedback, ideas, and suggestions from the membership to make even better use of our growing digital platform.

Poster Number 1090, **Does the Emotional Salience of Seductive Details Increase Attention Distraction?**, moved to Poster Number 1047, Human Learning and Instruction I, Thursday Evening, 6:00 p.m.-7:30 p.m.

Poster Number 2130, **Engineering Creativity: Electrophysiological responses to Novel Metaphors Differ as a Function of Prior Knowledge**, moved to Poster Number 1243, Thursday Evening, 6:00 p.m.-7:30 p.m.

Poster Number 3149, **Listener Adaptation to Native and Non-Native Voice-Onset-Time Distributions**, moved to Poster Number 4246, Saturday Noon, 11:00 a.m.-1:30 p.m.

Poster Number 5066, **Taking Shortcuts: Cognitive Conflict During Motivated Rule-Breaking**, moved to Poster Number 3111, Emotion and Cognition II, Friday Evening, 6:00 p.m.-7:30 p.m.

Poster Number 5119, **Working Memory Capacity Predicts Multiply-Constrained Problem Solving: An Examination of Potential Mediators for This Relation**, moved to Poster Number 1244, Thursday Evening, 6:00 p.m.-7:30 p.m.

Authors Added/Corrected

Spoken Talk 173, Correct Author list is: **Ruth Day**, Duke University (Ruth Day was omitted in the Author Index)

Poster Number 2111, Correct Author list is: **Kichun Nam**, Korea University, **Jaechun Ryu**, Korea University, **Jinwon Kang**, Korea University, **Junwoo Kim**, Korea University, **Sunghun Cho**, Korea University, **Jaehee Ryu**, Korea University, **Kathleen Kang**, Korea University (Jaehee Ryu and Kathleen Kang were omitted in the Program)