

reinterpret the meaning of personally relevant events. Cognitive reappraisal is robustly associated with lower self-reported negative affect, lower physiological arousal, and higher positive affect, which is the reason why it is a key component of many psychotherapeutic interventions. However, little research to date has investigated different types of cognitive reappraisal tactics and their association with cognitive reappraisal success. Given that there are an arguably indefinite number of ways to reappraise personally relevant events, it would be clinically informative to identify those tactics that are associated with the greatest decline in negative emotionality. The current study investigated whether one's predominant use of a specific reappraisal strategy is associated with divergent cognitive reappraisal success.

**Participants and Methods:** A total of 42 participants (67% women;  $M = 23.33$  years,  $SD = 6.05$  years) took part in this cross-sectional study. Cognitive reappraisal was administered via a computerized task modeled after McRae et al. (2012). A total of 45 previously normed pictures were shown in the cognitive reappraisal task (Lang et al., 2001). Participants were asked to either decrease how they felt or look at negatively evocative images. The dependent measure was success of downregulating negative emotion after the "decrease" versus "look" instruction (i.e., cognitive reappraisal success). A mood manipulation check, a questionnaire asking about participants' reappraisal strategies, and frequency of each reappraisal tactic was conducted after the task was completed to ensure that participants implemented the task as intended. Reappraisal tactics were rated by 3 independent raters individually according to a previously established rating tactic coding system (McRae et al., 2012). An analysis of variance was conducted comparing reappraisal success across groups of the reappraisal tactic most frequently used for each participant. Additionally, total number of reappraisal strategies used was included as a covariate.

**Results:** Participants endorsed significantly higher negative mood after looking at negative versus neutral pictures,  $t(41) = 22.70$ ,  $p < .05$ . Ratings further indicated that participants were able to significantly decrease how negative they felt when reappraising versus looking at negative pictures,  $t(41) = 11.95$ ,  $p < .05$ . On average, participants' most frequently used reappraisal tactic was used 50.54% ( $SD = 16.32$ ) of the time. Descriptive statistics on

frequency of reappraisal tactics across participants is shown. Regarding the analysis of variance of divergent reappraisal success based on tactic, no significant relationship was found ( $p > .05$ ). The inclusion of number of reappraisal strategies per participant did not impact the results ( $p > .05$ ).

**Conclusions:** The present study did not show a significant difference between reappraisal tactics regarding their cognitive reappraisal success. This replicates past findings and indicates that type of reappraisal tactic used may be not as impactful as using cognitive reappraisal in some fashion. However, reappraisal tactics were not distributed equally across participants. Future studies should include larger samples to attain adequate sample sizes for each reappraisal tactic. Furthermore, participants should be instructed to use a specific reappraisal tactic alongside their self-selected reappraisal preferences to gain insight into the relative success of different reappraisal tactics. Clinical relevance of present findings is discussed.

**Categories:** Emotion Regulation

**Keyword 1:** emotional processes

**Keyword 2:** computerized neuropsychological testing

**Keyword 3:** cognitive processing

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### 31 Sex Differences in Emotion Regulation and Emotional Awareness in Middle Aged and Older Adults

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**Objective:** We measured sex differences in emotion regulation (ER) abilities – relying on exercise of cognitive reappraisal – during an image rating task in adults over 55 years of age with varying degrees of depression symptom severity. We also collected a self-report measure on participants' views of their own ER

capacities. Previous research by this group has demonstrated the importance of emotion processing in the context of sex and aging in depression. We hypothesized that females would (1) score higher on the Cognitive Reappraisal Facet of the ERQ, (2) be more successful in utilizing cognitive reappraisal skills in response to negative stimuli; and (3) have self-report scores on the ERQ that more closely match their success at cognitive reappraisal than would males.

**Participants and Methods:** 52 older adults (30 female, mean age = 64.40, mean education = 16.15) with degrees of depression symptom severity ranging from absent to severe completed the Emotion Regulation Questionnaire (ERQ). This consists of 10 prompts (e.g., “I control my emotions by changing the way I think about the situation I’m in.”) which are answered using a seven-point Likert scale. They subsequently completed an Emotion Regulation Task (ERT) during functional MRI immediately following a clinician-administered Montgomery-Asperg Depression Rating Scale (MADRS). The ERT is a 20-minute task performed in the scanner that prompts subjects to “look”, “maintain”, or “reappraise” a subsequent image using a five-point Likert-Type scale. After five seconds of viewing images varying in valence from neutral to different degrees of negative affect (validated by the NIMH’s International Affective Picture System (IAPS), they are asked “How Negative do you feel?”

**Results:** Only the first of our three outcome measures was successfully predicted by the model including age, MADRS scores, and sex as predictors. Scores on the ERQ cognitive reappraisal facet with sex accounted for 11.3% of the variance ( $F=7.344$ ,  $p=.009$ ). Age and depression symptom severity did not reach significance. Performance on the ERT itself and the correlation between the two were not meaningfully modeled.

**Conclusions:** Women showed both better cognitive reappraisal abilities overall and more insight into the level of those abilities, findings that fall in line with most ER literature. However, we found that females were also more likely than males to be skewed in the positive or “overconfident” direction; to overestimate those same abilities. This information is useful for clinicians interpreting self-report information in the emotion regulation domain. These findings may not generalize to a more diverse (racially and socioeconomically) population and given the

cognitive nature of the reappraisal strategy; these results may not extend to a less educated population. These data will be useful to inform the interpretation of fMRI images from this same experiment.

**Categories:** Emotion Regulation

**Keyword 1:** emotional processes

**Keyword 2:** depression

**Keyword 3:** aging (normal)

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### 32 Effects of Emotion Regulation and Emotional Lability/Negativity on Academic Achievement Among Youth With and Without ADHD

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**Objective:** Youth with attention-deficit/hyperactivity disorder (ADHD), characterized by symptoms of inattention and hyperactivity, often experience challenges with emotion regulation (ER) and/or emotional lability/negativity (ELN).<sup>1-3</sup> Prior work has shown that difficulties with ER and ELN among young children contribute to lower academic achievement.<sup>4-6</sup> To date, research examining associations between ADHD and academic achievement have primarily focused on the roles of inattentive symptoms and executive functioning.<sup>7-8</sup> However, preliminary work among youth with ADHD suggests significant associations between disruptions in emotional functioning and poor academic outcomes.<sup>9-10</sup> The current study will examine associations between ER, ELN, and specific subdomains of academic achievement (i.e., reading, spelling, math) among youth with and without ADHD.

**Participants and Methods:** Forty-six youth (52% male;  $M_{age}=9.52$  years; 76.1% Hispanic/Latino; 21 with ADHD) and their parents were recruited as part of an ongoing study. Parents completed the Disruptive Behavior Disorders Rating Scale<sup>11</sup> and Emotion Regulation Checklist<sup>12</sup> about their child. Youth completed the Wechsler Abbreviated Scale of