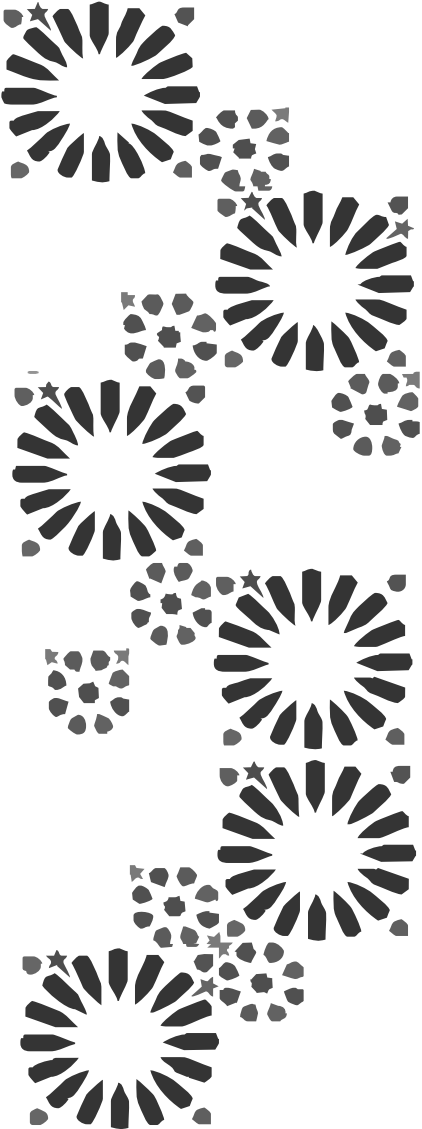


# PROGRAMME OVERVIEW





## Thursday, 15 April

08:00 - 09:30

Registration

09:30-11:00

Opening and Key Note: Susan Gathercole

11:00-11:20

Coffee Break

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
	<b>Thematic Session 1A:</b> Bilingualism  <b>Chair:</b> Costa, A.	<b>Thematic Session 1B:</b> Face Processing  <b>Chair:</b> Caldara, R.	<b>Thematic Session 1C:</b> Memory Disorders  <b>Chair:</b> Fernández, A.	<b>Thematic Session 1D:</b> Language 1  <b>Chair:</b> Perea, M.	<b>Thematic Session 1E:</b> Attention 1  <b>Chair:</b> Lupiáñez, J.
11:20 – 11:40	<b>[1A1]</b> Examining linguistic and contextual factors on the processing of two-digit number words  <i>Macizo, P.; Herrera, A.; Martín, M.C.; Román, P.; Ramos, O.</i>	<b>[1B1]</b> Categorical perception for unfamiliar faces: effect of covert and overt face learning  <i>Kikutani, M.; Roberson, D.; Hanley, J.R.</i>	<b>[1C1]</b> Attention effects on long-term memories during retrieval: A study with young and older adults  <i>Mayas Arellano, J.; Fuentes, L.; Ballesteros, S.</i>	<b>[1D1]</b> Letter or graphemes? An examination of basic coding units in visual word recognition  <i>Acha, J.; Perea, M.</i>	<b>[1E1]</b> The role of cue-to-target translation in attention switching  <i>Houghton, G.; Grange, J.G.</i>
11:40 – 12:00	<b>[1A2]</b> Bilingual advantage on executive control in absence of conflicting information  <i>Hernández, M.; Costa, A.; Humphreys, G.W.</i>	<b>[1B2]</b> Specificity of face processing impairments in children with autism spectrum disorders  <i>Ewing, L.; Pellicano, E.; Rhodes, G.</i>	<b>[1C2]</b> Recognition by familiarity in Parkinson's and Lewy-Body disease patients  <i>Algarabel, S.; Rodriguez, L.; Escudero, J.; Fuentes, M.; Peset, V.; Pitarque, A.; Combita, L.M.; Mazón J.</i>	<b>[1D2]</b> Force dynamics and causal and adversative sentences comprehension  <i>Morera, Y.; De Vega, M.</i>	<b>[1E2]</b> Attention enhances spatial and temporal resolution  <i>Skarrat, P.A.; Cole, G.G.</i>

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
12:00 – 12:20	<p>[1A3] Highly-proficient bilinguals reconfigure semantic expectations faster than monolinguals during sentence reading <i>Martin, C.; Thierry, G.; Kuipers, J-R.; Costa, A.</i></p>	<p>[1B3] Critical roles for right OFA and right pSTS in distinct face-processing tasks: An rTMS double dissociation <i>Atkinson, A.P.; Dzhelyova, M.P.; Ellison, A.</i></p>	<p>[1C3] A comparison of memory and executive functions in Alzheimer disease and frontal variant of frontotemporal dementia <i>Sebastian, M.V. Hernández-Gil, L.</i></p>	<p>[1D3] Subliminal semantic priming from novel prime words <i>Ortells, J.J.; Mari-Beffa, P.; Plaza-Ayllón, V.</i></p>	<p>[1E3] What's in a name? Observers' name grab attention even subliminally <i>Vuong, Q.C.; Stranney, M.A.</i></p>
12:20 - 12:40	<p>[1A4] Deterioration of the lexical representation in bilingual patients with dementia <i>Calabria, M.; Hernández, M.; Marne, P.; Juncadella, M.; Reñé, R.; Ugas, L.; Betran, S.; Costa, A.</i></p>	<p>[1B4] Neural repetition suppression is abolished by other-race faces <i>Caldara, R.; Viziali, L.; Rousselet, G.</i></p>	<p>[1C4] Long - term accelerated forgetting of verbal and non-verbal information in Temporal Lobe Epilepsy <i>Wilkinson, H.L.; Holdstock, J.S.; Baker, G., Herbert, A.; Clague, F., Downes, J.</i></p>	<p>[1D4] Relative clause attachment to emotion nouns: an ERP study <i>Piñeiro, A.; Galdo, S.; Fraga, I.; Acuña, C.; Comesaña, M.</i></p>	<p>[1E4] Links between working memory capacity and gesture rates <i>Melinger, A.; Keehner, M.</i></p>
12:40- 13:00	<p>[1A5] Immersion in L2 and expertise in professional translation determine language activation and language selection <i>Martín, M.C., Macizo, P.; Bajo, M.T.</i></p>	<p>[1B5] Culture impacts on extrafoveal information use for faces but not for visual scenes <i>Miellat, S.; Caldara, R.</i></p>	<p>[1C5] A heritable verbal memory impairment in four living generations of the same family: Evidence from cognitive and neuroimaging analyses <i>Briscoe, J., Chilvers, R., Baldeweg, T., Skuse, D.</i></p>	<p>[1D5] What information about pages of text is made explicit in the first steps of human vision? <i>Roger Watt</i></p>	<p>[1E5] The distribution of exogenous and endogenous attention in visuo-spatial working memory <i>Botta, F.; Lupiáñez, J.</i></p>
13:00 – 14:40	<b>Lunch &amp; Break</b>				

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
	<p><b>Thematic Session 2A:</b> Memory 1 <b>Chair:</b> Jarrold, C.</p>	<p><b>Symposium:</b> Embodied robotics: From affordances to action <b>Chair:</b> Borghi, A.M.</p>	<p><b>Symposium:</b> The functioning of the Attentional Networks on different populations <b>Chair:</b> Lupiáñez, J. &amp; Fuentes, L.</p>	<p><b>Thematic Session 2D:</b> Language 2 <b>Chair:</b> Ruz, M.</p>	<p><b>Symposium:</b> Basic processes in learning <b>Chair:</b> Hall, G.</p>
14:40 - 15:00	<p><b>[2A1]</b> The Edinburgh Virtual Errands Task (EVET): An experimental study of the complexities of everyday cognition <i>Trawley, S.; Law, A.; Logie, R.</i></p>	<p><b>[2B1]</b> Overview of cognitive robotics networks in Europe <i>Borghi, A. M.</i></p>	<p><b>[2C1]</b> Anxiety, attention and processing styles <i>Pacheco, A.; Acosta, A.; Lupiáñez, J.</i></p>	<p><b>[2D1]</b> Specific Language Impairment as a phonological processing deficit: Evidence from data and computational modelling <i>Jones, G.</i></p>	<p><b>[2E1]</b> Encoding specificity in associative learning <i>Honey, R.C.; Lin, T.-C. E.</i></p>
15:00 – 15:20	<p><b>[2A2]</b> Specificity in autobiographical recall: Associations with episodic and short-term memory and with problem solving <i>Aizpurua, A.; Koutstaal, W.</i></p>	<p><b>[2B2]</b> The integration of action and language in cognitive robots <i>Morse, A.; Cangelosi, A.</i></p>	<p><b>[2C2]</b> Development of attention networks and their interactions during childhood <i>Pozuelos, J. P.; Paz-Alonso, P. M.; Combita, L. M.; Fuentes, L. J.; Rueda, M. R.</i></p>	<p><b>[2D2]</b> Implications of theory of mind and general intelligence on language comprehension in schizophrenia <i>Gavilán Ibañez, J.M.; García-Albea Ristol, J.E.</i></p>	<p><b>[2E2]</b> 6-hydroxydopamine lesions to the nucleus accumbens shell and core, comparison with the effects of amphetamine on latent inhibition and overshadowing <i>Nelson, A. J. D.; Thur, K. E.; Spicer, C.; Marsden, C. A.; Cassaday, H. J.</i></p>

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
15:20 – 15:40	<p><b>[2A3]</b> Do I have your memory? Joint memory effects on visual attention <i>Xun He; Sebanz, N.; Humphreys, G.W.</i></p>	<p><b>[2B3]</b> Neural structures for language-mediated perception and action <i>Buccino, G.</i></p>	<p><b>[2C3]</b> Detecting infrequent targets while measuring the three attentional networks <i>Roca, J.; Castro, C.; López-Ramón, M. F.; Lupiáñez, J.</i></p>	<p><b>[2D3]</b> Reading and comprehension monitoring in autism spectrum disorders <i>Saldaña, D.; Rodríguez, I.R.; Moreno, F.J.; Luque, A.; Aguilera, A.; González, I.</i></p>	<p><b>[2E3]</b> The role of GluA1 in recognition memory <i>Sanderson, D. J.</i></p>
15:40 – 16:00	<p><b>[2A4]</b> Memory and suggestion: influences of theory of mind and individual suggestibility <i>Pérez-Mata, N.; Moreno, A.; Diges, M.</i></p>	<p><b>[2B4]</b> The deeply immersed brain conjecture: embodiment in the visual system <i>Ellis, R.</i></p>	<p><b>[2C4]</b> Do the interactive effects between attentional networks vary as a function of WMC? An investigation utilising two versions of the ANT task <i>Ahmed, L.; de Fockert, J.</i></p>	<p><b>[2D4]</b> Inferences in language comprehension: Speed-accuracy-tradeoff experiments on Gricean implicatures <i>Bott, L.; Bailey, T.; Grodner, D.</i></p>	<p><b>[2E4]</b> Habituation to shock: roles of direct and associative activation <i>Hall, G.; Symonds, M.</i></p>
16:00 – 16:20	<p><b>[2A5]</b> Face naming and retrieval inhibition <i>Marful, A.; Paolieri, D.; Sanches Ferreira, C.; Bajo, M. T.</i></p>	<p><b>[2B5]</b> Studying the interplay of overt, covert and linguistic attention for action <i>Fischer, M.</i></p>	<p><b>[2C5]</b> The functioning of the attentional networks and the interaction between them, in patients diagnosed with Parkinson's Disease. <i>Rodríguez, L. A.; Funes, M. J.; Escudero, J.; Lupiáñez, J. (presenting author: Lupiáñez, J.)</i></p>	<p><b>[2D5]</b> More than the sum of the parts: the combined effect of connectives and word frequency on poor readers' text comprehension <i>Fajardo, I.; Ávila, V.; Tavares, G.; Ferrer, A.</i></p>	<p><b>[2E5]</b> Extinction does not generally change context processing. <i>Nelson, B.</i></p>

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
16:20 – 16:40			<p><b>[2C6]</b> Attention deficits in Alzheimer' disease and dementia with Lewy Bodies</p> <p><i>Fernández, P.J.; Campoy, G; Antequera, M., García-Sevilla, J.; Antúnez, C.; Fuentes, L. J. (presenting author: Fuentes, L.J.)</i></p>		
16:20 - 17:40	<b>Poster I &amp; Coffee Break</b>				
	<p><b>Thematic Session 3A:</b> Learning 1 <b>Chair:</b> Pellón, R.</p>	<p><b>Thematic Session 3B:</b> Social 1 <b>Chair:</b> Samson, D.</p>	<p><b>Symposium:</b> Development of control and memory processes: A Cognitive Neuroscience approach <b>Chair:</b> Rueda, R. &amp; Gómez-Ariza; C.</p>	<p><b>Thematic Session 3D:</b> Language 3 <b>Chair:</b> Vega, M.</p>	<p><b>Thematic Session 3E:</b> Attention 2 <b>Chair:</b> Botella, J.</p>
17:40 – 18:00	<p><b>[3A1]</b> What is contingency information used for? A study on preparation behavior <i>Blanco, F.; Matute, H.; Vadillo, M.A.</i></p>	<p><b>[3B1]</b> A causal network model of alibi evidence <i>Lagnado, D.</i></p>	<p><b>[3C1]</b> incidental recognition memory in developmental amnesia <i>Munoz, M.; Chadwick, M.; Perez-Hernandez, E.; Mishkin, M.; Vargha-Khadem, F.</i></p>	<p><b>[3D1]</b> Pictures speak louder than numbers: on communicating medical risks to immigrants with limited non-native language proficiency <i>García-Retamero, R.; Dharmi, M.K.; Galesic, M.</i></p>	<p><b>[3E1]</b> The attentional blink as reflected by illusory conjunctions <i>Botella, J.; Privado, J.; Gil-Gómez de Liaño, B.</i></p>

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
18:00 – 18:20	<p><b>[3A2]</b> Gender differences in a virtual Morris water task <i>Chamizo, V.D.; Artigas, A.A.; Sansa, J.; Banterla, F.</i></p>	<p><b>[3B2]</b> The dice are cast: The effects of intended versus actual contribution on responsibility attributions <i>Gerstenberg, T.; Lagnado, D. A.; Kareev, Y.</i></p>	<p><b>[3C2]</b> Error-detection and self-regulation throughout development <i>Rueda, M. R.; Checa, P.</i></p>	<p><b>[3D2]</b> The asymmetric nature of agreement computation: Evidence from Spanish <i>Molinero, N.; Barber, H.A.; Mancini, S.; Carreiras, M.</i></p>	<p><b>[3E2]</b> Does attention move or spread when tracing lines? <i>Crundall, D.</i></p>
18:20 - 18:40	<p><b>[3A3]</b> Blocking of conditioned inhibition in human causal learning: Effects of different outcome continua <i>Lotz, A.; Vervliet, B.; Lachnit, H.</i></p>	<p><b>[3B3]</b> Desire for revenge against another person modulates the ability to take the other person's perspective in a simple visual perspective taking task <i>Samson, D.; Chipchase, S.</i></p>	<p><b>[3C3]</b> Are children able to reject false memories? <i>Carneiro, P.; Fernandez, A.</i></p>	<p><b>[3D3]</b> Hands on the future: selective increase of cortico-spinal facilitation when reading the future tense of hand-related action verbs <i>Leone, B.; Carreiras, M.; Candidi, M.; Aglioti, S.M.; Barber, H.</i></p>	<p><b>[3E3]</b> The role of individual differences in distractibility upon visual selection attention under high and low perceptual load <i>Judge, J.; Harris, R.; Taylor, P.J.</i></p>
18:40 - 19:00	<p><b>[3A4]</b> Perception of contingency in classical conditioning: From associative learning to psychophysics <i>Carnero, S.; Acebes, F.; Moris, J.; Solar, P.; Loy, I.</i></p>	<p><b>[3B4]</b> Socially modulated inhibition of return <i>Cole, G. G.; Skarratt, P. A.; Kingstone, A.</i></p>	<p><b>[3C4]</b> Developmental changes in overcoming proactive interference: Behavioral and neural correlates <i>Paz-Alonso, P. M.</i></p>	<p><b>[3D4]</b> Attentional effects in conceptual metaphor congruency tasks: A test of the Coherent Working Models theory <i>Santiago, J.; Ouellet, M.; Román, A.; Valenzuela, J.</i></p>	<p><b>[3E4]</b> Stimulus competition for attentional capacity: perceptual load vs. dilution <i>Lavie, N.; Torralbo, A.</i></p>



	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
19:00 – 19:20	<p><b>[3A5]</b> Interferences between predictors and causes in cue competition</p> <p><i>Thorwart, A.; Lotz, A.; Lachnit, H.</i></p>	<p><b>[3B5]</b> Social cues modulate attentional control</p> <p><i>Rodríguez-Bailón, R.; Jiménez, G.; Cañadas, E.; Lupiáñez, J.</i></p>	<p><b>[3C5]</b> The development of inhibitory control of memory: Evidence from retrieval-induced forgetting</p> <p><i>Ortega, A.; Luque, C.; Román, P. E.; Gómez-Ariza, C.,J.; Bajo, M. T.</i></p>	<p><b>[3D5]</b> Speaker's alignment in spatial communication by pointing and direction words</p> <p><i>Rodrigo, M.J.; De Vega, M.; Padrón, I.</i></p>	<p><b>[3E5]</b> Consolidation of implicit sequence knowledge</p> <p><i>Coomans, D.; Deroost, N.; Vandenbossche, J.; Zeischka, P.; Soetens, E.</i></p>
19:20 – 19:40		<p><b>[3B6]</b> Eye movements in Aspergers Syndrome for complex scene inspection</p> <p><i>Benson, V., Castelhano, M., Yeung, S.A; Rayner, K.</i></p>			



## Friday, 16 April

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
	<p><b>Thematic Session 4A:</b> Memory 2 <b>Chair:</b> Logie, B.</p>	<p><b>Symposium:</b> Human causal learning: Going beyond the contingency-based framework <b>Chair:</b> Greville, W.J. &amp; Buehner, M.J.</p>	<p><b>Symposium:</b> The hypnotizable brain <b>Chair:</b> Naish, P.</p>	<p><b>Symposium:</b> Orthographic processing in visual word recognition <b>Chair:</b> Carreiras, M.</p>	<p><b>Thematic Session 4E:</b> Emotion <b>Chair:</b> Chapman, P.</p>
8:20 - 8:40	<p><b>[4A1]</b> How does processing affect storage in working memory tasks? Evidence for both domain-general and domain-specific effects <i>Jarrod, C.; Tam, H.; Baddeley, A.; Harvey, E.</i></p>	<p><b>[4B1]</b> Temporal predictability facilitates human causal learning <i>Greville, W. J.; Buehner, M. J.</i></p>	<p><b>[4C1]</b> Hypnosis, hallucinations and hemispheric differences <i>Naish, P.</i></p>	<p><b>[4D1]</b> A dual-route theory of orthographic processing <i>Grainger, J.</i></p>	<p><b>[4E1]</b> Perception of the duration of emotionally- evocative stimuli <i>Wearden, J.</i></p>
8:40 - 9:00	<p><b>[4A2]</b> Mental rotation in a dynamic spatial test: SDT 2.0 <i>Martinez-Molina, A.; Contreras, M. J.; Shih, P. C.; Colom, R.; Santacreu, J.</i></p>	<p><b>[4B2]</b> Real-time causal inference <i>Speekenbrink, M.; Lagnado, D.</i></p>	<p><b>[4C2]</b> Fixational eye- movements during hypnotic induction <i>Lamas, J. R.; Blanco, M. J.</i></p>	<p><b>[4D2]</b> The search of an input coding scheme: Transposed-letter priming in Arabic <i>Perea, M.; Abu Mallouh, R.; Carreiras, M.</i></p>	<p><b>[4E2]</b> Memory for emotional pictures depends on the distribution of central information in the scene <i>Chapman, P.</i></p>
9:00 - 9:20	<p><b>[4A3]</b> Representational pseudoneglect in an auditory-driven spatial working memory task <i>Brooks, J.; Logie, R.; McIntosh, R.; Della Sala, S.</i></p>	<p><b>[4B3]</b> Children's use of temporal information in making causal structure judgments <i>McCormack, T.; Frosh, C.; Lagnado, D.; Burns, P.</i></p>	<p><b>[4C3]</b> The valencia model of waking hypnosis: Theory and experimental basis <i>Mendoza, M. E.; Capafons, A.</i></p>	<p><b>[4D3]</b> What do nonword rejection times tell us about the orthographic code? <i>Brybaert, M.; Keuleers, E.</i></p>	<p><b>[4E3]</b> Individual differences in early imitation are associated with temperament <i>Hilbrink, E.; Gattis, M.; Ellis, K.; Fowler, N.; Sakkalou, E.</i></p>

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
9:20 - 9:40	<b>[4A4]</b> Autobiographical memory for trauma. <i>Manzanero, A. L., Aróztegui, J., El-Astal, S.</i>	<b>[4B4]</b> Models of elemental diagnostic reasoning <i>Waldmann, M. R.; Meder, B.; Mayrhofer, R.</i>	<b>[4C4]</b> Does the addition of hypnosis to pain-modifying suggestions create an altered state of consciousness? <i>Derbyshire, S.</i>	<b>[4D4]</b> The recognition of mirror-letters and mirror-words: Insights from the masked priming paradigm. <i>Duñabeitia, J. A., Molinaro, N.; Carreiras, M.</i>	<b>[4E4]</b> Emotional Intelligence and attentional control processes: Temporal preparation in a go-nogo task <i>Pérez-Dueñas, C.; Acosta, A.; Correa, A.; Lupiáñez, J.</i>
9:40 – 10:00	<b>[4A5]</b> Greater distractor processing under high cognitive load can lead to better task performance <i>Fockert, J. W.; Bremner, A.</i>	<b>[4B5]</b> Detrimental impact of delay is mediated through trial structure information in human causal learning <i>Buehner, M.; Greville, W. J.; Hohansen, M.; Cassar, A.</i>	<b>[4C5]</b> The 'cold control' theory of hypnosis <i>Dienes, Z.</i>	<b>[4D5]</b> Modeling priming effects in visual-word recognition with the diffusion model <i>Gomez, P.; Perea, M.</i>	<b>[4E5]</b> Emotional conflict in economic games: An fMRI and HD-ERP investigation <i>Ruz, M.; Madrid, E.; Tudela, P.</i>
10:00 – 11:00	<b>Poster II &amp; Coffee Break</b>				
	<b>Thematic Session 5A:</b> Memory & Decision <b>Chair:</b> Higham, P. A.	<b>Symposium:</b> Recent advances in the relation between perception and action <b>Chair:</b> López-Moliner, J.	<b>Symposium:</b> Neural oscillatory activity underlying human memory <b>Chair:</b> Fuentemilla, L.	<b>Symposium:</b> Orthographic processing: From letters to lexical activation <b>Chair:</b> Pitchford, N.J.	<b>Thematic Session 5E:</b> Learning 2 <b>Chair:</b> Chamizo, V.

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11:00 - 11:20	<p>[5A1] Dissociating sequential effects from explicit expectancies: towards a model of sequential decision making</p> <p><i>Tubau, E.; López-Moliner, J.; Supér, H.</i></p>	<p>[5B1] Sub-cortical processing of imminent collision in humans</p> <p><i>Billington, J.; Field, D. T.; Wilkie, R. M.; Wann, J. P.</i></p>	<p>[5C1] Distraction improves memory</p> <p><i>Cashdollar, N.; Lavie, N.; Duzel, E.</i></p>	<p>[5D1] Using rotation to determine the reading grain size for regular and irregular English words</p> <p><i>Riddell, P.; Pye, R.; Gibbons, W.</i></p>	<p>[5E1] Internet-based experimenting: Methods and experiences</p> <p><i>Reips, U.</i></p>
11:20 - 11:40	<p>[5A2] Can 'Pure' Implicit Memory Be Isolated? A Test of a Single-System Model of Recognition and Repetition Priming</p> <p><i>Berry, Ch. J.; Shanks, D.R.; Li, S.; Rains, L. S.; Henson, R.N.A.</i></p>	<p>[5B2] An ecological/dynamical analysis of perception-action couplings and changes therein</p> <p><i>Jacobs, D. M.</i></p>	<p>[5C2] Age-related benefits of semantic encoding of associative memories is manifested in power modulations of alpha oscillations</p> <p><i>Crespo-García, M.; Cantero, J. L.; Atienza, M.</i></p>	<p>[5D2] Inhibitory effects of exterior letter frequency on visual word recognition: differential patterns across English and Greek</p> <p><i>Pitchford, N. J.; Ktori, M.; van Heuven, W.</i></p>	<p>[5E2] Cue-density effects on outcome prediction and causal judgment</p> <p><i>Vadillo, M.A.; Musca, S. C.; Blanco, F.; Matute, H.</i></p>
11:40 - 12:00	<p>[5A3] Deciding how to use memory: The distinctiveness heuristic</p> <p><i>Verde, M.F.</i></p>	<p>[5B3] A Bayesian approach of interceptive timing</p> <p><i>López-Moliner, J.</i></p>	<p>[5C3] Neural reactivation of context-specific information in associative recognition memory</p> <p><i>Fuentemilla, L.; Penny, W. D.; Jafarpour, A.; Bunzeck, N.; Düzel, E.</i></p>	<p>[5D3] Orthographic priming effects in eye movements while reading</p> <p><i>Paterson, K.</i></p>	<p>[5E3] Investigating stimulus novelty and familiarity using a three-stage procedure: Tests of lesions of the perirhinal cortex, and systemic scopolamine administration.</p> <p><i>Whitt, E.J.; Robinson, J.; Jones, P. M.</i></p>

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
12:00 - 12:20	<p><b>[5A4]</b> Memory for radio advertisements: effect of program congruence, typicality and divided attention</p> <p><i>Martin Luengo, B.; Migueles Seco, M.</i></p>	<p><b>[5B4]</b> Dynamical factors in action selection: The selection of head and eye movements when controlling reaching movements.</p> <p><i>Mon-Williams, M.; Wilkie, W.</i></p>	<p><b>[5C4]</b> Oscillatory activity during the maintenance of verbal-spatial bound representations</p> <p><i>Poch, C.; Campo, P.; Parmentier, F. B. R.; Ruiz-Vargas, J. M.; Eilsley, J. V.; del Pozo, F.; Maestú, F.</i></p>	<p><b>[5D4]</b> Eye movements of second language learners when reading spaced and unspaced Chinese text</p> <p><i>Liversedge, S. P.; Shen, D.; Tian, J.; Zang, C.; Cui, L.; Bai, X.; Yan, G.; Rayner, K.</i></p>	<p><b>[5E4]</b> Training and instructions modulate context processing in human predictive learning</p> <p><i>Rosas, J.M.; León, S.P.; Callejas Aguilera, J.E.</i></p>
12:20 - 12:40	<p><b>[5A5]</b> Applying Type-2 Signal Detection Theory to Investigate Differences Between Regular Gamblers and Non-Gamblers</p> <p><i>Lueddeke, S.E.; Higham, P.A.</i></p>	<p><b>[5B5]</b> Dynamic gaze patterns for dynamic actions: The role of head and eye movements in controlling locomotor steering.</p> <p><i>Wilkie, R.M.; Kountouriotis, G.K.; Woodgate, P.; Hostler, T.</i></p>		<p><b>[5D5]</b> Backpropagation and holographic coding: an empirical correspondence</p> <p><i>Hannagan, T.; Dandurand, F.; Grainger, J.</i></p>	<p><b>[5E5]</b> Adjunctive behaviour is reinforced behaviour</p> <p><i>Pellón, R.</i></p>
12:40 – 13:40	<b>Núria Sebastián (SEPEX Conference)</b>				
13:40 – 15:20	<b>Lunch &amp; Break</b>				

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
	<p><b>Symposium:</b> Perceiving and representing faces <b>Chair:</b> Calder, A &amp; Pellicano, L.</p>	<p><b>Thematic Session 6B:</b> Perception 1 <b>Chair:</b> Ballesteros, S.</p>	<p><b>Symposium:</b> The processing and representation of numerals <b>Chair:</b> Herrera, A.</p>	<p><b>Symposium:</b> The impact of vocabulary growth on lexical processing and memory <b>Chair:</b> Raman, I. &amp; Ellis, A.</p>	<p><b>Symposium:</b> The use of social cues for the perception of others' actions and perspectives <b>Chair:</b> Wang, J &amp; Samson, D.</p>
15:20 - 15:40	<p><b>[6A1]</b> Human faces are represented holistically: Evidence from gaze-contingency <i>Rossion, B.; Van Belle, G.; Busigny, T.; Lefèvre, P., de Graef, P.; Verfaillie, K.</i></p>	<p><b>[6B1]</b> The Horizontal-Vertical Illusion in the haptic modality across lifespan <i>Ballesteros, S.; Mayas, J.; Reales, J. M.; Heller, M. A.</i></p>	<p><b>[6C1]</b> A spatial orientation of the number magnitude in preschoolers <i>Noël, M. P.</i></p>	<p><b>[6D1]</b> Spanish oral reading is flexible and influenced by lexical factors like age of acquisition <i>Davies, R.; Barbon, A.; Cuetos, F.</i></p>	<p><b>[6E1]</b> Automatic level-1 visual perspective taking in adults- do the effects go beyond subitizing and information selection? <i>Wang, J. J.; Apperly, I. A.</i></p>
15:40 - 16:00	<p><b>[6A2]</b> Adaptive norm-based coding of faces, or why faces don't all look the same <i>Rhodes, G.; Jaquet, E.; Jeffery, L.; Evangelista, E.</i></p>	<p><b>[6B2]</b> Developmental of visual and proprioceptive contributions to perceived hand position in early childhood <i>Bremner, A. J.; Hill, E. L.; Pratt, M.; Spence, C.</i></p>	<p><b>[6C2]</b> Understanding the real value of fractions <i>Butterworth, B; Iuculano, T.</i></p>	<p><b>[6D2]</b> Strategic control and age of acquisition effects in visual word recognition <i>Raman, I.</i></p>	<p><b>[6E2]</b> Perspective taking in children and adults- the Level-1/ Level-2 distinction provides a limit on efficient perspective taking <i>Surtees, A. D. R.; Apperly, I. A.</i></p>

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
16:00 - 16:20	<p><b>[6A3]</b> Capturing within-person variability in face representations <i>Burton, M.; Jenkins, R.</i></p>	<p><b>[6B3]</b> Tracking down the time course of spatial remapping of touch: Evidence from saccadic latencies and evoked potentials <i>Soto-Faraco, S.; Overvliet, K. E.; Azañón, E.; Calabresi, M.</i></p>	<p><b>[6C3]</b> Processing fractions and negative numbers <i>Ganor-Stern, D.</i></p>	<p><b>[6D3]</b> Can childhood frequencies replace age-of-acquisition ratings? <i>Brybaert, M.; Keuleers, E.</i></p>	<p><b>[6E3]</b> The influence of observing others on visuo-spatial perspective taking and gaze following <i>Zwikel, J.; Müller, H. J.</i></p>
16:20 - 16:40	<p><b>[6A4]</b> Mechanisms underlying the perception of gaze direction <i>Calder, A. J.; Keane, J.</i></p>	<p><b>[6B4]</b> Virtual lesions of right parietal cortex disrupt spatial compatibility effects <i>Valle-Inclán, F.; Fernández del Olmo, M.; Blanco, M.</i></p>	<p><b>[6C4]</b> Position coding in two-digit Arabic numbers <i>García-Orza, J; Valle, L.; Perea, M.</i></p>	<p><b>[6D4]</b> Simulating age/order of acquisition effects in word production and comprehension through cumulative learning of foreign words in the lab <i>Izura, C.; Perez, M. A.; Agallou, E.; Wright, V.; Marin, J.; Ellis, A.</i></p>	<p><b>[6E4]</b> The role of low- and high-level social cues in anticipating other's actions <i>Jellema, T.; Palumbo, L.</i></p>
16:40 - 17:00	<p><b>[6A5]</b> Eye-gaze aftereffects in autism: Further evidence of weakened adaptive mechanisms <i>Pellicano, E.; Rhodes, G.</i></p>	<p><b>[6B5]</b> The role of the posterior parietal cortex in the remapping of touch <i>Azañón, E.; Longo, M. R.; Haggard, P.; Soto-Faraco, S.</i></p>	<p><b>[6C5]</b> Semantic processing in the production of numerals across notations <i>Herrera, A.; Macizo, P.</i></p>	<p><b>[6D5]</b> Cue utilisation and judgments of learning: What can we learn from an integrative approach? <i>Illman, I.; Morrison, C. M.</i></p>	<p><b>[6E5]</b> The neural correlates of Fitts's law in an action observation task: an fMRI study <i>Eskenazi, T.; Rotshtein, P.; Grosjean, M.; Knoblich, G.</i></p>
17:00 – 17:20	<b>Coffee Break</b>				



Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
<p><b>Symposium:</b> Experimental and clinical psychology: Building bridges for knowledge <b>Chair:</b> Vázquez, C.</p>	<p><b>Symposium:</b> Exploring the self through ownership: Cognitive, neural and developmental perspectives <b>Chair:</b> Cunningham, S.</p>	<p><b>Symposium:</b> The development of counterfactual emotions into adulthood <b>Chair:</b> Weisberg, D.P. &amp; Burns, P.</p>	<p><b>Thematic Session 7D:</b> Language Comprehension <b>Organizer:</b> Cuetos, F.</p>	<p><b>Thematic Session 7E:</b> Visual perception <b>Organizer:</b> Gellatly, A.</p>
<p><b>[7A1]</b> Inhibitory control in memory in mental disorders <i>Soriano, M. F.; Ros, M. J.; Bajo, M. T</i> <i>.(Presenting author: Bajo, M.T.)</i></p>	<p><b>[7B1]</b> Minimal ownership: cognitive effects and underlying mechanisms <i>Van den Bos, M.</i></p>	<p><b>[7C1]</b> Executive control and complex emotions in children: switching predicts the experience of regret <i>Burns, P.; Beck, S. R.; Riggs, K. J.</i></p>	<p><b>[7D1]</b> The role of question format and text availability on Reading Comprehension Assessment <i>Ferrer, A.; Vidal-Abarca, E.; Mañá, A.; Llorens, A.C.</i></p>	<p><b>[7E1]</b> The Venus effect in paintings, photographs, and real rooms <i>Bertamini, M.; Lawson, R.</i></p>
<p><b>[7A2]</b> Is there a mood congruent effect in cognitive processing beyond awareness? Empirical evidence for implicit memory biases in depression using a lexical decision task <i>Romero, N.; Vázquez, C.; Sánchez, A. (Presenting author: Vazquez,C.)</i></p>	<p><b>[7B2]</b> Exploring the neural substrates of self-ownership and memory <i>Turk, D. J.</i></p>	<p><b>[7C2]</b> Choosing to Regret: The effect of choice on children's early experience of regret and relief <i>Weisberg, D. P.; Beck, S. R.</i></p>	<p><b>[7D2]</b> Predictive inferences activation during reading: Analysis of the causal powers components in global coherence <i>Escudero, I.; León, J.A.</i></p>	<p><b>[7E2]</b> Mechanisms underlying the development of probabilistic cuing in large-scale environmental search <i>Smith, A. D.; Pellicano, L.; Briscoe, J.; Cristino, F.; Gilchrist, I. D.; Hood B. M.</i></p>
17:20 - 17:40	17:40 - 18:00			

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
18:00 - 18:20	<b>[7A3]</b> Do we pay attention to the positive because we are happy, or is it the other way around? Attentional biases and mood regulation: an eye-tracking study <i>Sánchez, A.; Vázquez, C.; Romero, N.; Hervás, G.</i>	<b>[7B3]</b> The object of my attention: An ERP study of self-relevant information processing <i>Handy, T. C.</i>	<b>[7C3]</b> The role of understanding of expectations and counterfactual thoughts in children's understanding of emotions <i>Ferrell, J. M.; Guttentag, R.</i>	<b>[7D3]</b> The comprehension of deictic sentences is modulated by the reader's location <i>De Vega, M.; Castillo, D., Junco, J.</i>	<b>[7E3]</b> Searching scenes for targets: The effect of scene priming on eye movements. <i>Hillstrom, A. P.; Scholey, H.; Liversedge, S.</i>
18:20 - 18:40	<b>[7A4]</b> Anxiety-related interpretative biases in older adults <i>Cabrera, I.; Montorio, I.; Herrera, S.</i>	<b>[7B4]</b> A world of my own: The emergence of ownership effects in childhood <i>Cunningham, S. J.</i>	<b>[7C4]</b> When the alternative had been better - counterfactual reasoning and the emergence of regret <i>Rafetseder, E.; Perner, J.</i>	<b>[7D4]</b> Monitoring the penalization of ambiguity in vector model representations <i>Jorge-Botana, G.; Olmos, R.; León, J.A.</i>	<b>[7E4]</b> Visual awareness of objects and object features as revealed by an abrupt cueing task. <i>Pilling, M.; Gellatly, A.</i>
18:40 - 19:00	<b>[7A5]</b> Influence of positive and negative emotions over the eating behaviour in "emotional eaters" <i>Baños, R.; Cebolla, A.; Etchemendy, E.; Felipe, S.; Pérez, I.; Botella, C.</i>	<b>[7B5]</b> Blowing up Teddy: Implications of unique identity and ownership on cognitive biases <i>Gjerroe, N. L.; Hood, B. M.</i>	<b>[7C5]</b> Counterfactual thinking and the amplification of regret <i>Zeelenberg, M.</i>	<b>[7D5]</b> Looking what we are not told: Eye movements and the topic of negative sentences <i>Orenes, I.; Duñabeitia, J.A.; Beltrán, D.; Santamaría, C.</i>	<b>[7E5]</b> Interaction between intrinsic and extrinsic principles of perceptual grouping in vision <i>Montoro, P.R.; Luna, D.</i>
19:00 – 20:00	<b>Business Meeting: SEPEX (Picasso); EPS (Machuca)</b>				

## Saturday, 17 April

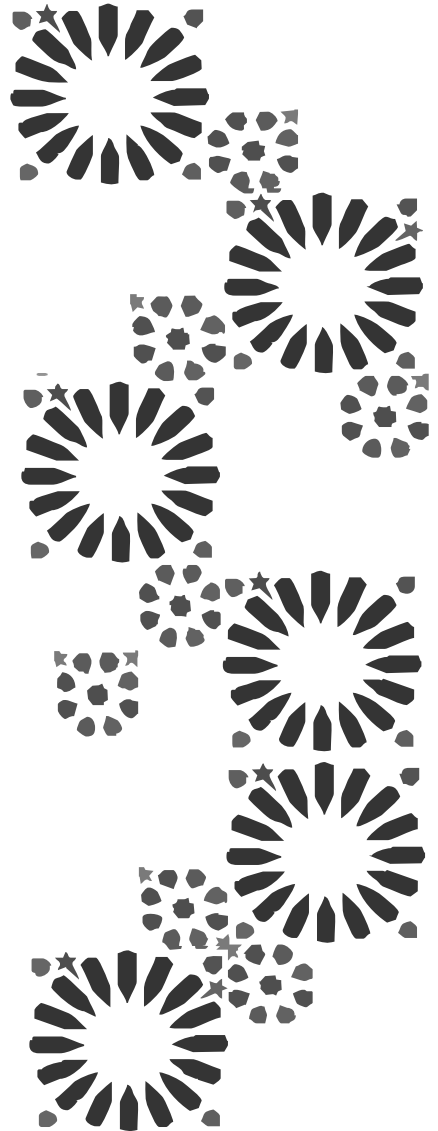
	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
	<p><b>Thematic Session 8A:</b> Cognitive Disorders <b>Chair:</b> Correa, A</p> <p><b>[8A1]</b> Visuomotor feedback training results in long term improvements in activities of daily living in patients with hemispatial neglect <i>Harvey, M.; Muir, K.; Reeves, I.; Duncan, G.; Birschel, P.; Roberts, M.; Livingstone, K.; Jackson, H.; Hogg, C.; Castle, P.; Learmonth G.; Rossit, S.</i></p>	<p><b>Thematic Session 8B:</b> Thinking <b>Organizer:</b> McCloy, R.</p> <p><b>[8B1]</b> Children's understanding of counterfactual alternatives <i>McCloy, R.; Strange, P.; Mason-Apps, E.</i></p>	<p><b>Thematic Session 8C:</b> Social 2 <b>Chair:</b> Rodríguez, R.</p> <p><b>[8C1]</b> How to distinguish between knowledge-based and recognition-based decisions: Discrimination Index <i>Beaman, C. P.; Smith, P. T.</i></p>	<p><b>Thematic Session 8D:</b> Language 4 <b>Chair:</b> Izura, C.</p> <p><b>[8D1]</b> Phonological priming in Tip-Of-the-Tongue states resolution: The role of syllabic position and word length in a European Portuguese study <i>Pureza, R.; Carvalho Soares, A.P.; Comesaña Vila, M.</i></p>	<p><b>Thematic Session 8E:</b> Perception 2 <b>Chair:</b> Roberson, D.</p> <p><b>[8E1]</b> Is that blue or green? Categorical perception and discrimination thresholds for color <i>Roberson, D.; Hanley, R.; Pak, H.</i></p>
9:00 - 9:20					
	<p><b>[8A2]</b> ERP evidence of differences in visual verification for high schizotypal people <i>Santamaría, C.; Orenes, I.; Navarrete, G.; Beltrán, D.</i></p>	<p><b>[8B2]</b> Situational self-awareness influences 3- and 4-year-olds' prosocial self-regulation <i>Ross, J.; Anderson, J. R.; Campbell R. N.</i></p>	<p><b>[8C2]</b> Predicting group processes from personality dissimilarity <i>Solanas, A.; Manolov, R.; Leiva, D.; Andrés, A.</i></p>	<p><b>[8D2]</b> Polysemy advantage: automatic process or sensitive to grammatical context? <i>Jager, B.; Cleland, S.</i></p>	<p><b>[8E2]</b> The psychometrics of photographic cropping <i>McManus, C.</i></p>
9:20 - 9:40					

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
9:40 - 10:00	<p><b>[8A3]</b> Interference control in Parkinson's disease and freezing of gait</p> <p><i>Vandenbosch, J.; Zeischka, P.; Coomans, D.; Vercruyse, S.; Spildooren, J.; Deroost, N.; Soetens, E.; Kerckhofs, E.</i></p>	<p><b>[8B3]</b> Task switching, inhibition, and executive control in children with autism.</p> <p><i>Stoet, G.; López, B.</i></p>	<p><b>[8C3]</b> Goal-directed behaviour in human drug users</p> <p><i>Blundell, P.</i></p>	<p><b>[8D3]</b> Early word learning in nine-month-olds: Dynamics of picture-word priming</p> <p><i>Junge, C.; Hagoort, P.; Cutler, A.</i></p>	<p><b>[8E3]</b> How far we can see? The apparent horizon and the inherent geometry of the Visual Space</p> <p><i>Aznar-Casanova, J. A.</i></p>
10:00 - 10:20	<p><b>[8A4]</b> What paranoia has to do with depression? Avoidance of threatening faces is increased by depression-related primes</p> <p><i>Provencio, M.; Vázquez, C.; Valiente, C.; Hervás, G.</i></p>	<p><b>[8B4]</b> Executive functioning in children with specific language impairment</p> <p><i>Henry, L.; Messer, D.; Nash, G.</i></p>	<p><b>[8C4]</b> Perception of battered women with priming experimentation</p> <p><i>Montilla, G.; Aranda, M.; Montes-Berges, B.</i></p>	<p><b>[8D4]</b> Semantic information influences the recognition of newly learned words overtime</p> <p><i>Ferreira, R.; Ellis, A.</i></p>	<p><b>[8E4]</b> Saccade processing in hemispatial neglect</p> <p><i>Szymanek, L.; Butler, S. H.; Rossit, S.; Harvey, M.</i></p>
10:20 - 10:40	<p><b>[8A5]</b> Neuropsychology of temporal preparation: frontal lesions, fibromyalgia and aging</p> <p><i>Correa, A.; Miró, E.; Triviño, M.; Capizzi, M.; Valles, A.; Lupiáñez, J..</i></p>	<p><b>[8B5]</b> Basic inference processes in premature children</p> <p><i>Moreno-Ríos, S.; Roldán, M.D.</i></p>	<p><b>[8C5]</b> Simpson's paradox in a web experiment: The impact of cognitive focus, sample size, and trend information on social inference</p> <p><i>Fraundorfer, D.; Reips, U.D.</i></p>	<p><b>[8D5]</b> ERP evidence for differential effects of word length in the left and right cerebral hemispheres</p> <p><i>Wright, V.; Fouquet, N.; Mills, D.; Izura, C.</i></p>	<p><b>[8E5]</b> Is substitution masking reduced for long duration items because identity information is available in VSTM or because target and mask objects are better individuated?</p> <p><i>Gellatly, A.; Guest, D.; Pilling, M.</i></p>

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
10:40 – 11:00					<b>[8E6]</b> Dichromats basic colour categories use depends on red-green mechanism residual activity utilisation <i>Moreira, H.; Lillo, J.; Alvaro, L.; Durán, M. C.</i>
10:40 - 11:40	<b>Poster III &amp; Coffee Break</b>				
	<b>Thematic Session 9A:</b> Language production <b>Chair:</b> Perea, M.	<b>Thematic Session 9B:</b> Perception & action <b>Chair:</b> Soto-Faraco, S.	<b>Symposium:</b> Mathematical cognition <b>Chair:</b> Colomé, A.	<b>Symposium:</b> Neural bases of memory development <b>Chair:</b> de Haan, M.	<b>Symposium:</b> Competitive learning: Inferential reasoning or automatic process? <b>Chair:</b> Matute, H & Shanks, D.R.
11:40 - 12:00	<b>[9A1]</b> Segmentation of spontaneous speech <i>White, L.; Wiget, L.; Rauch, O.; Sven L.; Mattys White, L.</i>	<b>[9B1]</b> Audio-visual sensory interaction dissociates magnoc- and parvocellular processing <i>Jaekl, P.; Soto, S.</i>	<b>[9C1]</b> Dissociation between arithmetic operations <i>Salguero-Alcañiz, M. P.; Alameda-Bailén, J. R.</i>	<b>[9D1]</b> The social brain in adolescence <i>Blakemore, S.</i>	<b>[9E1]</b> Direct measures of associative cue competition as evidenced from priming studies <i>Moris, J.; Cobos, P. L.; Luque, D.; López, F. J.</i>
12:00 - 12:20	<b>[9A2]</b> Audiovisual speech integration: Visual attention to articulation affects brain responses in 6-9 month old infants. <i>Kushnerenko, E.; Tomalski, P.; Ribeiro, H.; Patton, A.; Axelsson, E.; Moore, D.G.</i>	<b>[9B2]</b> Walking low level perception through the embodiment continuum <i>Rodríguez, S.; Costa, A.; Vigliocco, G.</i>	<b>[9C2]</b> Effects of TMS induced disruption to right and left parietal cortex on addition and Multiplication <i>Semenza, C.; Salillas, E.; Basso, D.; Vecchi, T.; Siegal, M.</i>	<b>[9D2]</b> Genotype/phenotype relations <i>Karmiloff-Smith, A.</i>	<b>[9E2]</b> Cue-competition in contextual cue learning <i>Beesley, T.; Shanks, D. R.</i>

	Room Andalucía I & II	Room Andalucía III	Room Machuca	Room Manuel de Falla	Room Picasso
12:20 - 12:40	<b>[9A3]</b> Differences in the production and comprehension of compound words <i>Janssen, N.; Pajtas, P.E.; Caramazza, A.</i>	<b>[9B3]</b> Body parts are unlike faces: Behavioral evidence from the singleton paradigm <i>Mohamed. T. N., Neumann, M. F.; Schweinberger, S. R.</i>	<b>[9C3]</b> Cultural differences in calculation and estimation strategies <i>Imbo<sup>1</sup>, LeFevre, J-A.</i>	<b>[9D3]</b> Early word learning and the developing brain. <i>Mills, D. L.</i>	<b>[9E3]</b> When there is no time to think cues augment each other rather than compete <i>Matute, H.; Vadillo, M. A.</i>
12:40 - 13:00	<b>[9A4]</b> Further evidence for automatic activation of inner speech in silent reading <i>Humphreys, J.</i>	<b>[9B4]</b> The Effect of Context in Multisensory Events <i>Sarmiento, B.; Shore, D. I.; Milliken, B.; Sanabria, D.</i>	<b>[9C4]</b> Effects of format, operation and size in calculation strategies <i>Colomé, A.; Bafalluy, M. G.; Lorite, R.</i>	<b>[9D4]</b> Changes in face processing during the first year of life <i>Pascalis, O.</i>	<b>[9E4]</b> Attentional biases in human learning: Controlled or automatic? <i>Le Pelley, M. E.</i>
13:00 - 13:20	<b>[9A5]</b> Stress awareness and the acquisition of the orthographic stress in Spanish <i>Gutiérrez Palma, N.; Deflor, S.; Serrano, F.; Jiménez Fernández, G.; González Trujillo, M. C.</i>		<b>[9C5]</b> The origin of the distance effect in numerical updating tasks <i>Pelegrina, S.; Lendínez, C.; Lechuga, T.</i>	<b>[9D5]</b> Neurocognitive development of attention <i>Rueda, M. R.</i>	<b>[9E5]</b> Against better judgment: Looking for non-propositional learning <i>De Houwer, J.</i>
13:30 – 14:30	<b>Mark Johnson, EPS conference</b>				

# FULL PROGRAMME







## Thursday, 15 April

<b>08:00 – 09:30</b>	<b>Registration</b>
<b>09:30 – 11:00</b>	<b>Opening conference: Susan E. Gathercole</b>
<b>11:00 – 11:20</b>	<b>Coffee Break</b>
<b>11:20 – 13:00</b>	<b>Thematic Session 1A: Bilingualism</b>
	<b>Room Andalucía I &amp; II    Chair: Costa, A</b>

**11:20 [1A1]** Examining linguistic and contextual factors on the processing of two-digit number words

<sup>1</sup>Macizo, P.; <sup>2</sup>Herrera, A.; <sup>1</sup>Martín, M.C.; <sup>3</sup>Román, P. ; <sup>1</sup>Ramos, O.

<sup>1</sup>University of Granada; <sup>2</sup>University of Murcia; <sup>3</sup>University Jaume I

**11:40 [1A2]** Bilingual advantage on executive control in absence of conflicting information

<sup>1</sup>Hernández, M.; <sup>2</sup>Costa, A.; <sup>3</sup>Humphreys, G. W.

<sup>1</sup>University of Barcelona; <sup>2</sup>Pompeu Fabra University; <sup>3</sup>University of Birmingham

**12:00 [1A3]** Highly-proficient bilinguals reconfigure semantic expectations faster than monolinguals during sentence reading

<sup>1</sup>Martin, C.; <sup>2</sup>Thierry, G.; <sup>2</sup>Kuipers, J-R.; <sup>1</sup>Costa, A.

<sup>1</sup>Pompeu Fabra University; <sup>2</sup>University of Bangor

**12:20 [1A4]** Deterioration of the lexical representation in bilingual patients with dementia

<sup>1</sup>Calabria, M.; <sup>2</sup>Hernández, M.; <sup>1</sup>Marne, P.; <sup>3</sup>Juncadella, M.; <sup>3</sup>Reñé, R.; <sup>4</sup>Ugas, L.; <sup>4</sup>Betran, S.; <sup>15</sup>Costa, A.

<sup>1</sup>Pompeu Fabra University; <sup>2</sup>University of Barcelona; <sup>3</sup>Bellvitge University Hosta; <sup>4</sup>General Hospital of Granollers; <sup>5</sup>Institució Catalana de Recerca i Estudis Avançats

**12:40 [1A5]** Immersion in L2 and expertise in professional translation determine language activation and language selection

Martín, M.C.; Macizo, P.; Bajo, M. T.

University of Granada

<b>11:20 – 13:00</b>	<b>Thematic Session 1B: Face Processing</b>
	<b>Room Andalucía III    Chair: Caldara, R</b>

**11:20 [1B1]** Categorical perception for unfamiliar faces: effect of covert and overt face learning

Kikutani, M.; Roberson, D.; Hanley, J. R.

University of Essex

**11:40 [1B2]** Specificity of face processing impairments in children with autism spectrum disorders

<sup>1</sup>Ewing, L.; <sup>2</sup>Pellicano, E.; <sup>1</sup>Rhodes, G.

<sup>1</sup>University of Western Australia; <sup>2</sup>Institute of Education, London

**12:00 [1B3]** Critical roles for right OFA and right pSTS in distinct face-processing tasks: An rTMS double dissociation

<sup>1</sup>Atkinson, A. P.; <sup>2</sup>Dzhelyova, M. P.; <sup>1</sup>Ellison, A.

<sup>1</sup>University of Durham; <sup>2</sup>University of St. Andrews

**12:20 [1B4]** Neural repetition suppression is abolished by other-race faces

Caldara, R.; Vizioli, L.; Rousselet, G.

University of Glasgow

**12:40 [1B5]** Culture impacts on extrafoveal information use for faces but not for visual scenes  
*Miellet, S.; Caldara, R.*  
University of Glasgow

**11:20 – 13:00 Thematic Session 1C: Memory Disorders**

**Room Machuca Chair: Fernández, A.**

**11:20 [1C1]** Attention effects on long-term memories during retrieval: A study with young and older adults

<sup>1</sup>*Mayas Arellano, J.*; <sup>2</sup>*Fuentes, L.J.*; <sup>1</sup>*Ballesteros, S.*

<sup>1</sup>Universidad Nacional de Educación a Distancia (UNED); <sup>2</sup>University of Murcia

**11:40 [1C2]** Recognition by familiarity in Parkinson's and Lewy-Body disease patients

<sup>1</sup>*Algarabel, S.*; <sup>2</sup>*Rodríguez, L. A.*; <sup>3</sup>*Escudero, J.*; <sup>1</sup>*Fuentes, M.*; <sup>3</sup>*Peset, V.*; <sup>1</sup>*Pitarque, A.*; <sup>2</sup>*Cómbita, L. M.*; <sup>3</sup>*Mazón, J. F.*

<sup>1</sup>University of Valencia; <sup>2</sup>University of Granada; <sup>3</sup>General Hospital of Valencia

**12:00 [1C3]** A comparison of memory and executive functions in Alzheimer disease and frontal variant of frontotemporal dementia

*Sebastian, M. V.; Hernandez-Gil, L.*

Complutense University of Madrid

**12:20 [1C4]** Long - term accelerated forgetting of verbal and non-verbal information in Temporal Lobe Epilepsy

<sup>1</sup>*Wilkinson, H.*; <sup>2</sup>*Holdstock, J. H.*; <sup>3</sup>*Baker, G.*; <sup>4</sup>*Herbert, A.*; <sup>5,6</sup>*Clague, F.*; <sup>2</sup>*Downes, J. J.*

<sup>1</sup>University of Chester; <sup>2</sup>University of Liverpool; <sup>3</sup>University Department of Neurosciences, Walton Centre for Neurology and Neurosurgery; <sup>4</sup>Devon Partnership NHS Trust; <sup>5</sup>Astley Ainslie Hospital of Edinburg; <sup>6</sup>University of Edinburg

**12:40 [1C5]** A heritable verbal memory impairment in four living generations of the same family: Evidence from cognitive and neuroimaging analyses

<sup>1</sup>*Briscoe, J.*; <sup>2</sup>*Chilvers, R.*; <sup>2</sup>*Baldeweg, T.*; <sup>2</sup>*Skuse, D.*

<sup>1</sup>University of Bristol; <sup>2</sup>University College London

**11:20 – 13:00 Thematic Session 1D: Language 1**

**Room Manuel de Falla Chair: Perea, M**

**11:20 [1D1]** Letter or graphemes? An examination of basic coding units in visual word recognition

*Acha, J.; Perea, M.*

<sup>1</sup>Basque Center on cognition, brain and language; <sup>2</sup>University of Valencia

**11:40 [1D2]** Force dynamics and causal and adversative sentences comprehension

*Morera, Y.; de Vega, M.*

University of La Laguna

**12:00 [1D3]** Subliminal semantic priming from novel prime words

<sup>1</sup>*Ortells, J. J.*; <sup>2</sup>*Mari-Beffa, P.*; <sup>1</sup>*Plaza-Ayllón, V.*

<sup>1</sup>University of Almeria; <sup>2</sup>University of Wales

**12:20 [1D4]** Relative clause attachment to emotion nouns: an ERP study

<sup>1</sup>*Piñeiro, A.*; <sup>1</sup>*Galdo, S.*; <sup>1</sup>*Fraga, I.*; <sup>1</sup>*Acuña, C.*; <sup>2</sup>*Comesaña, M.*

<sup>1</sup>University of Santiago de Compostela; <sup>2</sup>University of Minho

**12:40 [1D5]** What information about pages of text is made explicit in the first steps of human vision?

*Watt, R.*

University of Stirling

**11:20 – 13:00 Thematic Session 1E: Attention 1**

**Room Picasso Chair: Lupiáñez, J.**

**11:20 [1E1]** The role of cue-to-target translation in attention switching

*Houghton, G.; Grange, J. G.*

University of Wales Bangor

**11:40 [1E2]** Attention enhances spatial and temporal resolution

<sup>1</sup>*Skarrat, P. A.*; <sup>2</sup>*Cole, G. G.*

<sup>1</sup>University of Hull <sup>2</sup>University of Essex

**12:00 [1E3]** What's in a name? Observers' name grab attention even subliminally

*Vuong, Q. C.; Stranney, M. A.*

University of Newcastle

**12:20 [1E4]** Links between working memory capacity and gesture rates

*Melinger, A.; Keehner, M.*

University of Dundee

**12:40 [1E5]** The distribution of exogenous and endogenous attention in visuo-spatial working memory

<sup>12</sup>*Botta, F.*; <sup>2</sup>*Lupiáñez, J.*

<sup>1</sup>University "Sapienza" of Rome; <sup>2</sup>University of Granada

**13:00 – 14:40 Lunch**

**14:40 – 16:20 Thematic Session 2A: Memory 1**

**Room Andalucía I & II Chair: Jarrold, C.**

**14:40 [2A1]** The Edinburgh Virtual Errands Task (EVET): An experimental study of the complexities of everyday cognition

<sup>1</sup>*Trawley, S.*; <sup>2</sup>*Law, A.*; <sup>1</sup>*Logie, R.*

<sup>1</sup>University of Edinburgh; <sup>2</sup>Liverpool John Moores University

**15:00 [2A2]** Specificity in autobiographical recall: Associations with episodic and short-term memory and with problem solving

<sup>1</sup>*Aizpurua, A.*; <sup>2</sup>*Koutstaal, W.*

<sup>1</sup>University of the Basque Country; <sup>2</sup>University of Minnesota

**15:20 [2A3]** Do I have your memory? Joint memory effects on visual attention

<sup>1</sup>*Xun He*; <sup>2</sup>*Sebanz, N.*; <sup>1</sup>*Humphreys, G. W.*

<sup>1</sup>University of Birmingham; <sup>2</sup>Radboud University Nijmegen

**15:40 [2A4]** Memory and suggestion: influences of theory of mind and individual suggestibility

*Pérez-Mata, N.; Moreno, A.; Diges, M.*

Autonoma University of Madrid

**16:00 [2A5]** Face naming and retrieval inhibition

*Marful, A.; Paolieri, D.; Sanches, C.; Bajo, M. T.*

University of Granada

**14:40 – 16:20 Symposium: Embodied robotics: From affordances to action**

**Room Andalucía III Chair: Borghi, A.M.**

**14:40 [2B1]** Overview of cognitive robotics networks in Europe

*Borghi, A. M.*

University of Bologna

**15:00 [2B2]** The integration of action and language in cognitive robots

*Morse, A.; Cangelosi, A.*

University of Plymouth

**15:20 [2B3]** Neural structures for language-mediated perception and action

*Buccino, G.*

University of Parma

**15:40 [2B4]** The deeply immersed brain conjecture: embodiment in the visual system

*Ellis, R.*

University of Plymouth

**16:00 [2B5]** Studying the interplay of overt, covert and linguistic attention for action

*Fischer, M. H.*

University of Dundee

**14:40 – 16:20 Symposium: The functioning of the Attentional Networks on different populations**

**Room Machuca Chairs: Lupiáñez, J. & Fuentes, L.**

**14:40 [2C1]** Anxiety, attention and processing styles

*Pacheco, A.; Acosta, A.; Lupiáñez, J.*

University of Granada.

**15:00 [2C2]** Development of attention networks and their interactions during childhood

<sup>1</sup>Pozuelos, J. P.; <sup>1</sup>Paz-Alonso, P. M.; <sup>1</sup>Combata, L. M.; <sup>2</sup>Fuentes, L. J.; <sup>1</sup>Rueda, M. R.

<sup>1</sup>University of Granada; <sup>2</sup>University of Murcia

**15:20 [2C3]** Detecting infrequent targets while measuring the three attentional networks

<sup>1</sup>Roca, J.; <sup>1</sup>Castro, C.; <sup>2</sup>López-Ramón, M. F.; <sup>1</sup>Lupiáñez, J.

<sup>1</sup>University of Granada; <sup>2</sup>National University of Mar del Plata

**15:40 [2C4]** Do the interactive effects between attentional networks vary as a function of WMC? An investigation utilising two versions of the ANT task

*Ahmed, L.; de Fockert, J.*

Goldsmiths College

**16:00 [2C5]** The functioning of the attentional networks and the interaction between them, in patients diagnosed with Parkinson's Disease.

<sup>1</sup>Rodríguez, L. A.; <sup>1</sup>Funes, M. J.; <sup>2</sup>Escudero, J.; <sup>1</sup>Lupiáñez, J.

<sup>1</sup>University of Granada; <sup>2</sup>Hospital General de Valencia.

**16:20 [2C6]** Attention deficits in Alzheimer's disease and dementia with Lewy Bodies

<sup>1</sup>Fernández, P. J.; <sup>1</sup>Campoy, G.; <sup>2</sup>Antequera, M.; <sup>1</sup>García-Sevilla, J.; <sup>1</sup>Antúnez, C.; <sup>2</sup>Fuentes, L. J.

<sup>1</sup>University of Murcia; <sup>2</sup>Hospital Virgen de la Arrixaca Murcia

**14:40 – 16:20 Thematic Session 2D: Language 2****Room Manuel de Falla Chair: Ruz, M. .**

**14:40 [2D1]** Specific Language Impairment as a phonological processing deficit: Evidence from data and computational modelling

*Jones, G.*

University of Nottingham Trent

**15:00 [2D2]** Implications of theory of mind and general intelligence on language comprehension in schizophrenia

*Gavilán Ibáñez, J. M.; García-Albea Ristol, J. E.*

Universitat Rovira i Virgili Universit

**15:20 [2D3]** Reading and comprehension monitoring in autism spectrum disorders

*Saldaña, D.; Rodríguez, I. R.; Moreno, F. J.; Luque, A.; Aguilera, A.; González, I.*

University of Sevilla

**15:40 [2D4]** Inferences in language comprehension: Speed-accuracy-tradeoff experiments on Gricean implicatures

<sup>1</sup>*Bott, L.*; <sup>1</sup>*Bailey, T.*; <sup>2</sup>*Grodner, D.*

<sup>1</sup>University of Cardiff; <sup>2</sup>Swarthmore College

**16:00 [2D5]** More than the sum of the parts: the combined effect of connectives and word frequency on poor readers' text comprehension

*Fajardo, I.; Ávila, V.; Tavares, G.; Ferrer, A.*

University of Valencia

**14:40 – 16:20 Symposium: Basic processes in learning****Room Picasso Chair: Hall, G.**

**14:40 [2E1]** Encoding specificity in associative learning

*Honey, R. C. ; Lin, T-C. E.*

Cardiff University

**15:00 [2E2]** 6-hydroxydopamine lesions to the nucleus accumbens shell and core, comparison with the effects of amphetamine on latent inhibition and overshadowing

*Nelson, A. J. D.; Thur, K. E.; Spicer, C.; Marsden, C. A.; Cassaday, H. J.*

University of Nottingham

**15:20 [2E3]** The role of GluA1 in recognition memory

*Sanderson, D. J.*

University of Oxford

**15:40 [2E4]** Habituation to shock: roles of direct and associative activation

*Hall, G.; Symonds, M.*

University of York

**16:00 [2E5]** Extinction does not generally change context processing

*Nelson, B.*

University of the Basque Country

**16:20 – 17:40 Poster I & Coffee Break**

**17:40 – 19:20 Thematic Session 3A: Learning 1**

**Room Andalucía I & II Chair: Pellón, R.**

**17:40 [3A1]** What is contingency information used for? A study on preparation behavior  
*Blanco, F.; Matute, H.; Vadillo, M. A.*  
University of Deusto

**18:00 [3A2]** Gender differences in a virtual Morris water task  
<sup>1</sup>*Chamizo, V. D.*; <sup>1</sup>*Artigas, A. A.*; <sup>1</sup>*Sansa, J.*; <sup>2</sup>*Bantera, F.*  
<sup>1</sup>University of Barcelona; <sup>2</sup>University of the Basque Country

**18:20 [3A3]** Blocking of conditioned inhibition in human causal learning: Effects of different outcome continua  
<sup>1</sup>*Lotz, A.*; <sup>2,3</sup>*Vervliet, B.*; <sup>1</sup>*Lachnit, H.*  
<sup>1</sup>Philipps-Universität Marburg; <sup>2</sup>University of Amsterdam; <sup>3</sup>University of Leuven

**18:40 [3A4]** Perception of contingency in classical conditioning: From associative learning to psychophysics  
<sup>1</sup>*Carnero, S.*; <sup>1</sup>*Acebes, F.*; <sup>2</sup>*Moris, J.*; <sup>1</sup>*Solar, P.*; <sup>1</sup>*Loy, I.*  
<sup>1</sup>University of Oviedo; <sup>2</sup>University of Málaga

**19:00 [3A5]** Interferences between predictors and causes in cue competition  
*Thorwart, A.; Lotz, A.; Lachnit, H.*  
Philipps University of Marburg

**17:40 – 19:20 Thematic Session 3B: Social 1**

**Room Andalucía III Chair: Samson, D.**

**17:40 [3B1]** A causal network model of alibi evidence  
*Lagnado, D.*  
University College London

**18:00 [3B2]** The dice are cast: The effects of intended versus actual contribution on responsibility attributions  
<sup>1</sup>*Gerstenberg, T.*; <sup>1</sup>*Lagnado, D.A.*; <sup>2</sup>*Kareev, Y.*  
<sup>1</sup>University College London; <sup>2</sup>The Hebrew University of Jerusalem

**18:20 [3B3]** Desire for revenge against another person modulates the ability to take the other person's perspective in a simple visual perspective taking task  
*Samson, D.; Chipchase, S.*  
University of Nottingham

**18:40 [3B4]** Socially modulated inhibition of return  
<sup>1</sup>*Cole, G. G.*; <sup>2</sup>*Skarratt, P. A.*; <sup>3</sup>*Kingstone, A.*  
<sup>1</sup>University of Essex; <sup>2</sup>University of Hull; <sup>3</sup>University of British Columbia

**19:00 [3B5]** Social cues modulate attentional control  
*Rodríguez-Bailón, R.; Jiménez-Moya, G.; Cañadas, E.; Lupiáñez, J.*  
University of Granada

**19:20 [3B6]** Eye movements in Aspergers Syndrome for complex scene inspection  
<sup>1</sup>*Benson, V.*; <sup>2</sup>*Castlehano, M.*; <sup>1</sup>*Au Yeung, S.*; <sup>3</sup>*Rayner, K.*  
<sup>1</sup>University of Southampton; <sup>2</sup>Queens University; <sup>3</sup>University of California

**17:40 – 19:20 Symposium: Development of control and memory processes: A Cognitive Neuroscience approach**
**Room Machuca Chair: Rueda, R. & Gómez-Ariza; C.**
**17:40 [3C1]** Incidental recognition memory in developmental amnesia

<sup>1</sup>Munoz, M.; <sup>2</sup>Chadwick, M.; <sup>3</sup>Perez-Hernandez, E.; <sup>4</sup>Mishkin, M.; <sup>5</sup>Vargha-Khadem, F.

<sup>1</sup>UCL Institute of Child Health; <sup>2</sup>Wellcome Trust Centre for Neuroimaging; <sup>3</sup>Developmental and Educational Psychology; <sup>4</sup>Complutense School of Education; <sup>5</sup>The National Institute of Mental Health

**18:00 [3C2]** Error-detection and self-regulation throughout development

*Rueda, M. R.; Checa, P.*

University of Granada

**18:20 [3C3]** Are children able to reject false memories?

<sup>1</sup>Carneiro, P.; <sup>2</sup>Fernández, A.

<sup>1</sup>University of Lisboa; <sup>2</sup>University of Salamanca

**18:40 [3C4]** Developmental changes in overcoming proactive interference: Behavioral and neural correlates

<sup>1,2</sup>Paz-Alonso, P. M.

<sup>1</sup>University of Granada; <sup>2</sup>University of California

**19:00 [3C5]** The development of inhibitory control of memory: Evidence from retrieval-induced forgetting

<sup>1</sup>Ortega, A.; <sup>2</sup>Luque, C.; <sup>3</sup>Román, P. E.; <sup>3</sup>Gómez-Ariza, C. J.; <sup>1</sup>Bajo, M. T.

<sup>1</sup>University of Granada; <sup>2</sup>Jaume I University; <sup>3</sup>University of Jaén

**17:40 – 19:20 Thematic Session 3D: Language 3**
**Room Manuel de Falla Chair: Vega, M**
**17:40 [3D1]** Pictures speak louder than numbers: on communicating medical risks to immigrants with limited non-native language proficiency

<sup>1,2</sup>García-Retamero, R. ; <sup>3</sup>Dharmi, M. K.; <sup>2</sup>Galesic, M.

<sup>1</sup>University of Granada; <sup>2</sup>Max Planck Institute for Human Development;

<sup>3</sup>University of Cambridge

**18:00 [3D2]** The asymmetric nature of agreement computation: Evidence from Spanish

<sup>1</sup>Molinero, N.; <sup>2</sup>Barber, H. A.; <sup>1</sup>Mancini, S.; <sup>1,2</sup>Carreiras, M. .

<sup>1</sup>Basque center on cognition, Brain and Language; <sup>2</sup>University of La Laguna

**18:20 [3D3]** Hands on the future: selective increase of cortico-spinal facilitation when reading the future tense of hand-related action verbs

*Leone, B.; Carreiras, M.; Candidi, M.; Aglioti, S. M.; Barber, H. A.*

University of La Laguna

**18:40 [3D4]** Attentional effects in conceptual metaphor congruency tasks: A test of the Coherent Working Models theory

<sup>1</sup>Santiago, J.; <sup>1</sup>Ouellet, M.; <sup>1</sup>Román, A.; <sup>2</sup>Valenzuela, J.

<sup>1</sup>University of Granada; <sup>2</sup>University of Murcia

**19:00 [3D5]** Speaker's alignment in spatial communication by pointing and **direction** words

*Rodrigo, M. J.; de Vega, M.; Padrón, I.*

University of La Laguna

**17:40 – 19:20      Thematic Session 3E: Attention 2**

**Room Picasso      Chair: Botella, J.**

**17:40    [3E1]**    The attentional blink as reflected by illusory conjunctions  
*Botella, J.; Privado, J.; Gil-Gómez de Liaño, B.*  
University of Madrid

**18:00    [3E2]**    Does attention move or spread when tracing lines?  
*Crundall, D.*  
University of Nottingham

**18:20    [3E3]**    The role of individual differences in distractibility upon visual selection attention under high and low perceptual load  
*Judge, J.; Harris, R.; Taylor, P. J.*  
University of Central Lancashire

**18:40    [3E4]**    Stimulus competition for attentional capacity: perceptual load vs. dilution  
*Lavie, N.; Torralbo, A.*  
University College London

**19:00    [3E5]**    Consolidation of implicit sequence knowledge  
*Coomans, D.; Deroost, N.; Vandenbosch, J.; Zeischka, P.; Soetens, E.*  
Vrije University of Brussels



## Friday, 16 April

### 08:20 – 10:00 Thematic Session 4A: Memory 2

**Room Andalucía I & II    Chair: Logie, B.**

**8:20    [4A1]**    How does processing affect storage in working memory tasks? Evidence for both domain-general and domain-specific effects

<sup>1</sup>Jarrold, C.; <sup>2</sup>Tam, H.; <sup>2</sup>Baddeley, A.; <sup>2</sup>Harvey, E.

<sup>1</sup>University of Bristol; <sup>2</sup>University of York

**8:40    [4A2]**    Mental rotation in a dynamic spatial test: SDT 2.0

<sup>1</sup>Martínez-Molina, A.; <sup>2</sup>Contreras, M. J.; <sup>1</sup>Shih, P. C.; <sup>1</sup>Colom, R.; <sup>1</sup>Santacreu, J.

<sup>1</sup>Autonoma University of Madrid; <sup>2</sup>UNED

**9:00    [4A3]**    Representational pseudoneglect in an auditory-driven spatial working memory task

<sup>1,2</sup>Brooks, J.; <sup>1</sup>Logie, R.; <sup>1</sup>McIntosh, R.; <sup>1</sup>Della Sala, S.

<sup>1</sup>University of Edinburgh; <sup>2</sup>Suor Orsola Benincasa University

**9:20    [4A4]**    Autobiographical memory for trauma.

<sup>1</sup>Manzanero, A. L.; <sup>1</sup>Aróztegui, J.; <sup>2</sup>El-Astal, S.;

<sup>1</sup>Complutense University of Madrid ; <sup>2</sup>University of Al-Azhar

**9:40    [4A5]**    Greater distractor processing under high cognitive load can lead to better task performance

Fockert, J. W.; Bremner, A. J.

University of London

### 08:20 – 10:00 Symposium: Human causal learning: Going beyond the contingency-based framework

**Room Andalucía III    Chair: Greville, W.J & Buehner, M.J.**

**8:20    [4B1]**    Temporal predictability facilitates human causal learning

Greville, W. J.; Buehner, M. J.

Cardiff University

**8:40    [4B2]**    Real-time causal inference

Speekenbrink, M.; Lagnado, D.

University College London

**9:00    [4B3]**    Children's use of temporal information in making causal structure judgments

McCormack, T.; Frosh, C.; Lagnado, D.; Burns, P.

Queen's University Belfast

**9:20    [4B4]**    Models of elemental diagnostic reasoning

Waldmann, M. R.; Meder, B.; Mayrhofer, R.

University of Göttingen

**9:40    [4B5]**    Detrimental impact of delay is mediated through trial structure information in human causal learning

Buehner, M. J.; Greville, W. J.; Hohansen, M.; Cassar, A.

Cardiff University

**08:20 – 10:00      Symposium: The hypnotizable brain**

**Room Machuca      Chair: Naish, P.**

**8:20      [4C1]**      Hypnosis, hallucinations and hemispheric differences

*Naish, P.*

The Open University

**8:40      [4C2]**      Fixational eye-movements during hypnotic induction

<sup>1</sup>*Lamas, J. R.*; <sup>2</sup>*Blanco, M. J.*

<sup>1</sup>University of La Coruña; <sup>2</sup>University of Santiago de Compostela

**9:00      [4C3]**      The valencia model of waking hypnosis: Theory and experimental basis

*Mendoza, M. E.*; *Capafons, A.*

University of Valencia

**9:20      [4C4]**      Does the addition of hypnosis to pain-modifying suggestions create an altered state of consciousness?

*Derbyshire, S.*

University of Birmingham

**9:40      [4C5]**      The 'cold control' theory of hypnosis

*Dienes, Z.*

University of Sussex

**08:20 – 10:00      Symposium: Orthographic processing in visual word recognition**

**Room Manuel de Falla      Chair: Carreiras, M.**

**8:20      [4D1]**      A dual-route theory of orthographic processing

*Grainger, J.*

CNRS & Aix-Marseille University

**8:40      [4D2]**      The search of an input coding scheme: Transposed-letter priming in Arabic

<sup>1</sup>*Perea, M.*; <sup>2</sup>*abu Mallouh, R.*; <sup>23</sup>*Carreiras, M.*

<sup>1</sup>University of Valencia; <sup>2</sup>Basque Center on Cognition, Brain and Language; <sup>3</sup>IKERBASQUE. Basque Foundation for Science

**9:00      [4D3]**      What do nonword rejection times tell us about the orthographic code?

*Brysbaert, M.*; *Keuleers, E.*

Ghent University

**9:20      [4D4]**      The recognition of mirror-letters and mirror-words: Insights from the masked priming paradigm.

<sup>1</sup>*Duñabeitia, J. A.*, <sup>1</sup>*Molinero, N.*; <sup>12</sup>*Carreiras, M.*

<sup>1</sup>Basque Center on Cognition, Brain and Language; <sup>2</sup>IKERBASQUE. Basque Foundation for Science

**9:40      [4D5]**      Modeling priming effects in visual-word recognition with the diffusion model

<sup>1</sup>*Gomez, P.*; <sup>2</sup>*Perea, M.*

<sup>1</sup>DePaul University; <sup>2</sup>University of Valencia

**08:20 – 10:00      Thematic Session 4E: Emotion**

**Room Picasso      Chair: Chapman, P.**

**8:20      [4E1]**      Perception of the duration of emotionally-evocative stimuli

*Wearden, J.*

University of Keele

**8:40 [4E2]** Memory for emotional pictures depends on the distribution of central information in the scene  
*Chapman, P.*  
 University of Nottingham

**9:00 [4E3]** Individual differences in early imitation are associated with temperament  
*Hilbrink, E.; Gattis, M.; Ellis, K.; Fowler, N.; Sakkalou, E.*  
 Cardiff University of Cardiff

**9:20 [4E4]** Emotional Intelligence and attentional control processes: Temporal preparation in a go-nogo task  
*Pérez-Dueñas, C.; Acosta, A.; Correa, A.; Lupiáñez, J.*  
 University of Granada

**9:40 [4E5]** Emotional conflict in economic games: An fMRI and HD-ERP investigation  
*Ruz, M.; Madrid, E.; Tudela, P.*  
 University of Granada

**10:00 – 11:00** **Poster II & Coffee Break**

**11:00 – 12:40** **Thematic Session 5A: Memory & Decision**

**Room Andalucía I & II** **Chair: Higham, P. A.**

**11:00 [5A1]** Dissociating sequential effects from explicit expectancies: towards a model of sequential decision making  
*Tubau, E.; López-Moliner, J.; Supér, H.*  
 University of Barcelona

**11:20 [5A2]** Can 'Pure' Implicit Memory Be Isolated? A Test of a Single-System Model of Recognition and Repetition Priming  
<sup>1</sup>*Berry, Ch. J.*; <sup>1</sup>*Shanks, D. R.*; <sup>1</sup>*Li, S.*; <sup>1</sup>*Rains, L. S.*; <sup>2</sup>*Henson, R. N. A.*  
<sup>1</sup>University College London; <sup>2</sup>MRC Cognition and Brain Sciences Unit, Cambridge

**11:40 [5A3]** Deciding how to use memory: The distinctiveness heuristic  
*Verde, M. F.*  
 University of Plymouth

**12:00 [5A4]** Memory for radio advertisements: effect of program congruence, typicality and divided attention  
*Martín Luengo, B.; Migueles, M.*  
 University of Basque Country

**12:20 [5A5]** Applying Type-2 Signal Detection Theory to Investigate Differences Between Regular Gamblers and Non-Gamblers  
*Lueddeke, S. E.; Higham, P. A.*  
 University of Southampton

**11:00 – 12:40** **Symposium: Recent advances in the relation between perception and action**

**Room Andalucía III** **Chair: López-Moliner, J.**

**11:00 [5B1]** Sub-cortical processing of imminent collision in humans  
<sup>1</sup>*Billington, J.*; <sup>2</sup>*Field, D. T.*; <sup>3</sup>*Wilkie, R. M.*; <sup>1</sup>*Wann, J. P.*  
<sup>1</sup>University of London; <sup>2</sup>University of Reading; <sup>3</sup>Leeds University

**11:20 [5B2]** An ecological/dynamical analysis of perception-action couplings and changes therein

*Jacobs, D. M.*

Autonomous University of Madrid

**11:40 [5B3]** A Bayesian approach of interceptive timing

*López-Moliner, J.*

University of Barcelona

**12:00 [5B4]** Dynamical factors in action selection: The selection of head and eye movements when controlling reaching movements

*Mon-Williams, M.; Wilkie, W.*

Leeds University

**12:20 [5B5]** Dynamic gaze patterns for dynamic actions: The role of head and eye movements in controlling locomotor steering

*Wilkie, R. M.; Kountouriotis, G. K. ; Woodgate, P.; Hostler, T.*

Leeds University

**11:00 – 12:40 Symposium: Neural oscillatory activity underlying human memory**

**Room Machuca Chair: Fuentemilla, L.**

**11:00 [5C1]** Distraction improves memory

<sup>123</sup>*Cashdollar, N.; <sup>1</sup>Lavie, N.; <sup>13</sup>Düzel, E.*

<sup>1</sup>University College London; <sup>2</sup>National Hospital for Neurology & Neurosurgery of London; <sup>3</sup>Otto-von-Guericke University

**11:20 [5C2]** Age-related benefits of semantic encoding of associative memories is manifested in power modulations of alpha oscillations

*Crespo-García, M.; Cantero, J. L.; Atienza, M.*

University Pablo de Olavide

**11:40 [5C3]** Neural reactivation of context-specific information in associative recognition memory

<sup>12</sup>*Fuentemilla, L.; <sup>3</sup>Penny, W. D.; <sup>1</sup>Jafarpour, A.; <sup>1</sup>Bunzeck, N.; <sup>13</sup>Düzel, E.*

<sup>1</sup>University College London; <sup>2</sup>University of Barcelona and Institute of Advanced Studies in Biomedicine of Llobregat; <sup>3</sup>Otto von Guericke University

**12:00 [5C4]** Oscillatory activity during the maintenance of verbal-spatial bound representations

<sup>1</sup>*Poch, C.; <sup>2</sup>Campo, P.; <sup>34</sup>Parmentier, F.B. R.; <sup>5</sup>Ruiz-Vargas, J. M.; <sup>3</sup>Elsley, J. V.; <sup>2</sup>del Pozo, F.; <sup>1</sup>Maestú, F.*

<sup>1</sup>Complutense University of Madrid; <sup>2</sup>Polytechnic University of Madrid; <sup>3</sup>University of the Balearic Islands; <sup>4</sup>University of Plymouth; <sup>5</sup>University Autonoma of Madrid, Madrid

**11:00 – 12:40 Symposium: Orthographic processing: From letters to lexical activation**

**Room Manuel de Falla Chair: Pitchford, N.J.**

**11:00 [5D1]** Using rotation to determine the reading grain size for regular and irregular English words

*Riddell, P.; Pye, R.; Gibbons, W.*

University of Reading

**11:20 [5D2]** Inhibitory effects of exterior letter frequency on visual word recognition: differential patterns across English and Greek

*Pitchford, N. J.; Ktori, M.; van Heuven, W.*

University of Nottingham

**11:40 [5D3]** Orthographic priming effects in eye movements while reading

<sup>1</sup>*Paterson, K.*

University of Leicester

**12:00 [5D4]** Eye movements of second language learners when reading spaced and unspaced Chinese text

<sup>1</sup>*Liversedge, S. P.*; <sup>2</sup>*Shen, D.*; <sup>2</sup>*Tian, J.*; <sup>2</sup>*Zang, C.*; <sup>2</sup>*Cui, L.*; <sup>2</sup>*Bai, X.*; <sup>2</sup>*Yan, G.*; <sup>3</sup>*Rayner, K.*

<sup>1</sup>University of Southampton; <sup>2</sup>Tianjin Normal University; <sup>3</sup>University of California

**12:20 [5D5]** Backpropagation and holographic coding: an empirical correspondence

*Hannagan, T.; Dandurand, F.; Grainger, J.*

University of Provence

**11:00 – 12:40 Thematic Session 5E: Learning 2**

**Room Picasso Chair: Chamizo, V.**

**11:00 [5E1]** Internet-based experimenting: Methods and experiences

*Reips, U. D.*

University of Deusto

**11:20 [5E2]** Cue-density effects on outcome prediction and causal judgment

<sup>1</sup>*Vadillo, M. A.*; <sup>2</sup>*Musca, S. C.*; <sup>3</sup>*Blanco, F.*; <sup>4</sup>*Matute, H.*

<sup>1</sup>University of Deusto; <sup>2</sup>Blaise Pascal University; <sup>3</sup>Catholic University of Leuven

**11:40 [5E3]** Investigating stimulus novelty and familiarity using a three-stage procedure: Tests of lesions of the perirhinal cortex, and systemic scopolamine administration

*Whitt, E. J.; Robinson, J.; Jones, P. M.*

University of Nottingham

**12:00 [5E4]** Training and instructions modulate context processing in human predictive learning

*Rosas, J. M.; León, S. P.; Callejas Aguilera, J. E.*

University of Jaén

**12:20 [5E5]** Adjunctive behaviour is reinforced behaviour

*Pellón, R.*

UNED

**12:40 – 13:40 Núria Sebastián-Gallés . (SEPEX Conference)**

**13:40 – 15:20 Lunch & Break**

**15:20 – 17:00 Symposium: Perceiving and representing faces**

**Room Andalucía I & II Chair: Calder, A & Pellicano, L.**

**15:20 [6A1]** Human faces are represented holistically: Evidence from gaze-contingency

<sup>1</sup>*Rossion, B.*; <sup>12</sup>*Van Belle, G.*; <sup>1</sup>*Busigny, T.*; <sup>1</sup>*Lefèvre, P.*; <sup>2</sup>*de Graef, P.*; <sup>2</sup>*Verfaillie, K.*

<sup>1</sup>Université Catholique de Louvain, Louvain-la-Neuve; <sup>2</sup>Katholieke Universiteit Leuven

**15:40 [6A2]** Adaptive norm-based coding of faces, or why faces don't all look the same  
*Rhodes, G.; Jaquet, E.; Jeffery, L.; Evangelista, E.*  
University of Western Australia

**16:00 [6A3]** Capturing within-person variability in face representations  
*Burton, M.; Jenkins, R.*  
University of Glasgow

**16:20 [6A4]** Mechanisms underlying the perception of gaze direction  
*Calder, A. J.; Keane, J.*  
University of Cambridge

**16:40 [6A5]** Eye-gaze aftereffects in autism: Further evidence of weakened adaptive mechanisms  
<sup>1,2</sup>*Pellicano, E.; Rhodes, G.*  
<sup>1</sup>University of London, <sup>2</sup>University of Western Australia

**15:20 – 17:00 Thematic Session 6B: Perception 1**

**Room Andalucía III Chair: Ballesteros, S.**

**15:20 [6B1]** The Horizontal-Vertical Illusion in the haptic modality across lifespan  
<sup>1</sup>*Ballesteros, S.; Mayas, J.; Reales, J. M.; Heller, M. A.*  
<sup>1</sup>Universidad Nacional de Educación a Distancia (UNED); <sup>2</sup>Eastern Illinois University

**15:40 [6B2]** Developmental of visual and proprioceptive contributions to perceived hand position in early childhood  
<sup>1</sup>*Bremner, A. J.; Hill, E. L.; Pratt, M.; Spence, C.*  
<sup>1</sup>University of London; <sup>2</sup>University of Oxford

**16:00 [6B3]** Tracking down the time course of spatial remapping of touch: Evidence from saccadic latencies and evoked potentials  
<sup>1,4</sup>*Soto-Faraco, S.; Overvliet, K. E.; Azañón, E.; Calabresi, M.*  
<sup>1</sup>Institució Catalana de Recerca i Estudis Avançats (ICREA); <sup>2</sup>University of Leuven; <sup>3</sup>University of Barcelona; <sup>4</sup>Pompeu Fabra University

**16:20 [6B4]** Virtual lesions of right parietal cortex disrupt spatial compatibility effects  
<sup>1</sup>*Valle-Inclán, F.; Fernández del Olmo, M.; Blanco, M. J.*  
<sup>1</sup>University of La Coruña; <sup>2</sup>University of Santiago de Compostela

**16:40 [6B5]** The role of the posterior parietal cortex in the remapping of touch  
<sup>1</sup>*Azañón, E.; Longo, M. R.; Haggard, P.; Soto-Faraco, S.*  
<sup>1</sup>University of Barcelona; <sup>2</sup>Pompeu Fabra University; <sup>3</sup>University College London; <sup>4</sup>Institució Catalana de Recerca i Estudis Avançats (ICREA)

**15:20 – 17:00 Symposium: The processing and representation of numerals**

**Room Machuca Chair: Herrera, A.**

**15:20 [6C1]** A spatial orientation of the number magnitude in preschoolers  
*Noël, M. P.*  
University of Louvain

**15:40 [6C2]** Understanding the real value of fractions  
*Butterworth, B.; Luculano, T.*  
University College of London

**16:00 [6C3]** Processing fractions and negative numbers

*Ganor-Stern, D.*

Achva Academic College and Ben-Gurion University of the Negev

**16:20 [6C4]** Position coding in two-digit Arabic numbers

<sup>1</sup>*García-Orza, J.*; <sup>1</sup>*Valle, L.*; <sup>2</sup>*Perea, M.*

<sup>1</sup>University of Malaga; <sup>2</sup>University of Valencia

**16:40 [6C5]** Semantic processing in the production of numerals across notations

<sup>1</sup>*Herrera, A.*; <sup>2</sup>*Macizo, P.*

<sup>1</sup>University of Murcia; <sup>2</sup>University of Granada

**15:20 – 17:00 Symposium: The impact of vocabulary growth on lexical processing and memory**

**Room Manuel de Falla Chair: Raman, I. & Ellis, A.**

**15:20 [6D1]** Spanish oral reading is flexible and influenced by lexical factors like age of acquisition

<sup>1</sup>*Davies, R.*; <sup>2</sup>*Barbón, A.*; <sup>2</sup>*Cuetos, F.*

<sup>1</sup>University of Oxford Brookes; <sup>2</sup>University of Oviedo

**15:40 [6D2]** Strategic control and age of acquisition effects in visual word recognition

*Raman, I.*

Middlesex University

**16:00 [6D3]** Can childhood frequencies replace age-of-acquisition ratings?

*Brybaert, M.*; *Keuleers, E.*

Ghent University

**16:20 [6D4]** Simulating age/ order of acquisition effects in word production and comprehension through cumulative learning of foreign words in the lab

<sup>1</sup>*Izura, C.*; <sup>2</sup>*Pérez, M. A.*; <sup>1</sup>*Agallou, E.*; <sup>1</sup>*Wright, V.*; <sup>2</sup>*Marín, J.*; <sup>3</sup>*Ellis, A. W.*

<sup>1</sup>Swansea University; <sup>2</sup>University of Murcia; <sup>3</sup>University of York

**16:40 [6D5]** Cue utilisation and judgments of learning: What can we learn from an integrative approach?

*Illman, I.*; *Morrison, C. M.*

University of Leeds, UK

**15:20 – 17:00 Symposium: The use of social cues for the perception of others' actions and perspectives**

**Room Picasso Chair: Wang, J & Samson, D.**

**15:20 [6E1]** Automatic level-1 visual perspective taking in adults- do the effects go beyond subitizing and information selection?

*Wang, J. J.*; *Apperly, I. A.*

University of Birmingham

**15:40 [6E2]** Perspective taking in children and adults- the Level-1/ Level-2 distinction provides a limit on efficient perspective taking

*Surtees, A. D. R.*; *Apperly, I. A.*

University of Birmingham

**16:00 [6E3]** The influence of observing others on visuo-spatial perspective taking and gaze following

*Zwikel, J.; Müller, H.J.*

Ludwig-Maximilians University

**16:20 [6E4]** The role of low- and high-level social cues in anticipating other's actions

*Jellema, T.; Palumbo, L.*

University of Hull

**16:40 [6E5]** The neural correlates of Fitts's law in an action observation task: an fMRI study

<sup>1</sup>*Eskenazi, T.*; <sup>2</sup>*Rotshtein, P.*; <sup>3</sup>*Grosjean, M.*; <sup>1</sup>*Knoblich, G.*

<sup>1</sup>Radboud University; <sup>2</sup>University of Birmingham; <sup>3</sup>Leibniz Research Centre for Working Environment and Human Factors

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**17:00 – 17:20** Coffee Break

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**17:20 – 19:00** Symposium: Experimental and clinical psychology: Building bridges for knowledge

**Room Andalucía I & II** Chair: Vázquez, C.

**17:20 [7A1]** Inhibitory control in memory in mental disorders

*Soriano, M. F.; Ros, M. J.; Bajo, M. T. (Presenting author: Bajo, M. T.)*

University of Granada

**17:40 [7A2]** Is there a mood congruent effect in cognitive processing beyond awareness?

Empirical evidence for implicit memory biases in depression using a lexical decision task

*Romero, N.; Vázquez, C.; Sánchez, A. (Presenting author: Vazquez, C.)*

Complutense University of Madrid

**18:00 [7A3]** Do we pay attention to the positive because we are happy, or is it the other way around? Attentional biases and mood regulation: an eye-tracking study

*Sánchez, A.; Vázquez, C.; Romero, N.; Hervás, G.*

Complutense University of Madrid

**18:20 [7A4]** Anxiety-related interpretative biases in older adults

*Cabrera, I.; Montorio, I.; Herrera, S.*

Autonoma University

**18:40 [7A5]** Influence of positive and negative emotions over the eating behaviour in "emotional eaters"

<sup>13</sup>*Baños, R.*; <sup>23</sup>*Cebolla, A.*; <sup>3</sup>*Etchemendy, E.*; <sup>1</sup>*Felipe, S.*; <sup>1</sup>*Pérez, I.*; <sup>23</sup>*Botella, C.*

<sup>1</sup>University of Valencia; <sup>2</sup>Jaume I University; <sup>3</sup>CIBER

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**17:20 – 19:00** Symposium: Exploring the self through ownership: Cognitive, neural and developmental perspectives

**Room Andalucía III** Chair: Cunningham, S.

**17:20 [7B1]** Minimal ownership: cognitive effects and underlying mechanisms

*Van den Bos, M.*

University of Aberdeen

**17:40 [7B2]** Exploring the neural substrates of self-ownership and memory

*Turk, D. J.*

University of Aberdeen



**18:00 [7B3]** The object of my attention: An ERP study of self-relevant information processing  
*Handy, T. C.*

University of British Columbia

**18:20 [7B4]** A world of my own: The emergence of ownership effects in childhood

*Cunningham, S. J.;*

University of Aberdeen

**18:40 [7B5]** Blowing up Teddy: Implications of unique identity and ownership on cognitive biases

*Gjersoe, N. L.; Hood, B. M.*

Bristol University

**17:20 – 19:00 Symposium: The development of counterfactual emotions into adulthood**

**Room Machuca Chair: Weisberg, D.P. & Burns, P.**

**17:20 [7C1]** Executive control and complex emotions in children: switching predicts the experience of regret

<sup>1</sup>*Burns, P.;* <sup>1</sup>*Beck, S. R.;* <sup>2</sup>*Riggs, K. J.*

<sup>1</sup>University of Birmingham; <sup>2</sup>London Metropolitan University

**17:40 [7C2]** Choosing to Regret: The effect of choice on children's early experience of regret and relief

*Weisberg, D. P.;* *Beck, S. R.*

University of Birmingham

**18:00 [7C3]** The role of understanding of expectations and counterfactual thoughts in children's understanding of emotions

<sup>1</sup>*Ferrell, J. M.;* <sup>2</sup>*Guttentag, R.*

<sup>1</sup>London Metropolitan University; <sup>2</sup>University of North Carolina at Greensboro

**18:20 [7C4]** When the alternative had been better - counterfactual reasoning and the emergence of regret

*Rafetseder, E.;* *Perner, J.*

University of Salzburg

**18:40 [7C5]** Counterfactual thinking and the amplification of regret

*Zeelenberg, M.*

Tilburg University

**17:20 – 19:00 Thematic Session 7D: Language Comprehension**

**Room Manuel de Falla Chair: Cuetos, F.**

**17:20 [7D1]** The role of question format and text availability on Reading Comprehension Assessment

*Ferrer, A.;* *Vidal-Abarca, E.;* *Mañá, A.;* *Llorens, A. C.*

University of Valencia

**17:40 [7D2]** Predictive inferences activation during reading: Analysis of the causal powers components in global coherence

*Escudero, I.;* *León, J. A.*

<sup>1</sup>Nebrija University; <sup>1</sup>Autonoma University of Madrid

**18:00 [7D3]** The comprehension of deictic sentences is modulated by the reader's location  
*de Vega, M.; Castillo, M. D. , Junco, J.*  
University of La Laguna

**18:20 [7D4]** Monitoring the penalization of ambiguity in vector model representations  
*de Jorge-Botana, G.; Olmos, R.; León, J. A.*  
Autonoma University of Madrid

**18:40 [7D5]** Looking what we are not told: Eye movements and the topic of negative sentences  
*<sup>1</sup>Orenes, I.; <sup>12</sup>Duñabeitia, J. A.; <sup>1</sup>Beltrán, D.; <sup>1</sup>Santamaría, C.*  
<sup>1</sup>University of La Laguna; <sup>2</sup>Basque Center on Cognition, brain and language

**17:20 – 19:00 Thematic Session 7E: Visual perception**

**Room Picasso Chair: Gellatly, A.**

**17:20 [7E1]** The Venus effect in paintings, photographs, and real rooms  
*Bertamini, M.; Lawson, R.*  
University of Liverpool

**17:40 [7E2]** Mechanisms underlying the development of probabilistic cuing in large-scale environmental search  
*<sup>1</sup>Smith, A. D.; <sup>2</sup>Pellicano, L.; <sup>3</sup>Briscoe, J.; <sup>3</sup>Cristino, F.; <sup>3</sup>Gilchrist, I. D.; <sup>3</sup>Hood, B. M.*  
<sup>1</sup>University of Nottingham; <sup>2</sup>University of London; <sup>3</sup>University of Bristol

**18:00 [7E3]** Searching scenes for targets: The effect of scene priming on eye movements  
*<sup>1</sup>Hillstrom, A. P.; <sup>1</sup>Scholey, H.; <sup>2</sup>Liversedge, S. P.*  
<sup>1</sup>University of Portsmouth; <sup>2</sup>University of Southampton

**18:20 [7E4]** Visual awareness of objects and object features as revealed by an abrupt cueing task  
*Pilling, M.; Gellatly, A.*  
Oxford Brookes University

**18:40 [7E5]** Interaction between intrinsic and extrinsic principles of perceptual grouping in vision  
*Montoro, P. R.; Luna, D.*  
UNED

**19:00 – 20:00 Business Meeting: SEPEX (Picasso); EPS (Machuca)**

## Saturday, 17 April

### 09:00 – 10:40 Thematic Session 8A: Cognitive Disorders

**Room Andalucía I & II    Chair: Correa, A**

**9:00 [8A1]** Visuomotor feedback training results in long term improvements in activities of daily living in patients with hemispatial neglect

<sup>1</sup>Harvey, M.; <sup>2</sup>Muir, K.; <sup>2</sup>Reeves, I.; <sup>2</sup>Duncan, G.; <sup>2</sup>Birschel, P.; <sup>2</sup>Roberts, M.; <sup>2</sup>Livingstone, K.; <sup>2</sup>Jackson, H.; <sup>3</sup>Hogg, C.; <sup>3</sup>Castle, P.; <sup>4</sup>Learmonth G.; <sup>5</sup>Rossit, S.

<sup>1</sup>University of Glasgow; <sup>2</sup>Southern General Hospital; <sup>3</sup>Mansion House Unit, Glasgow; <sup>4</sup>Victoria Infirmary; <sup>5</sup>University of Western Ontario

**9:20 [8A2]** ERP evidence of differences in visual verification for high schizotypal people  
*Santamaría, C.; Orenes, I.; Naverrete, G.; Beltrán, D.*

University of La Laguna

**9:40 [8A3]** Interference control in Parkinson's disease and freezing of gait

<sup>1</sup>Vandenbosch, J.; <sup>1</sup>Zeischka, P.; <sup>1</sup>Coomans, D.; <sup>2</sup>Vercruyse, S.; <sup>2</sup>Spildooren, J.; <sup>1</sup>Deroost, N.; <sup>1</sup>Soetens, E.; <sup>2</sup>Kerckhofs, E.

<sup>1</sup>Vrije Universiteit Brussel; <sup>2</sup>Catholic University of Leuven

**10:00 [8A4]** What paranoia has to do with depression? Avoidance of threatening faces is increased by depression-related primes

*Provencio, M.; Vázquez, C.; Valiente, C.; Hervás, G.*

Complutense University of Madrid

**10:20 [8A5]** Neuropsychology of temporal preparation: frontal lesions, fibromyalgia and aging

<sup>1</sup>Correa, A.; <sup>1</sup>Miró, E.; <sup>2</sup>Triviño, M.; <sup>1</sup>Capizzi, M.; <sup>3</sup>Vallesi, A.; <sup>1</sup>Lupiáñez, J.

<sup>1</sup>University of Granada; <sup>2</sup>San Rafael University Hospital, Granada; <sup>3</sup>International School for Advanced Studies, Trieste

### 09:00 – 10:40 Thematic Session 8B: Thinking

**Room Andalucía III    Chair: McCloy, R.**

**9:00 [8B1]** Children's understanding of counterfactual alternatives

*McCloy, R.; Strange, P.; Mason-Apps, E.*

University of Reading

**9:20 [8B2]** Situational self-awareness influences 3- and 4-year-olds' prosocial self-regulation

<sup>1</sup>Ross, J.; <sup>2</sup>Anderson, J. R.; <sup>2</sup>Campbell, R. N.

<sup>1</sup>University of Dundee; <sup>2</sup>University of Stirling

**9:40 [8B3]** Task switching, Inhibition, and executive control in children with autism

<sup>1</sup>Stoet, G.; <sup>2</sup>López, B.

<sup>1</sup>University of Leeds; <sup>2</sup>University of Portsmouth

**10:00 [8B4]** Executive functioning in children with specific language impairment

<sup>1</sup>Henry, L.; <sup>2</sup>Messer, D.; <sup>1</sup>Nash, G.

<sup>1</sup>London South Bank University, <sup>2</sup>Open University

**10:20 [8B5]** Basic inference processes in premature children

<sup>1</sup>Moreno-Ríos, S.; <sup>2</sup>Roldán, M. D.

<sup>1</sup>University of Granada; <sup>2</sup>University of Almería

**09:00 – 10:40 Thematic Session 8C: Social 2**

**Room Machuca Chair: Rodriguez, R. .**

**9:00 [8C1]** How to distinguish between knowledge-based and recognition-based decisions: Discrimination Index

*Beaman, C. P.; Smith, P. T.*

University of Reading

**9:20 [8C2]** Predicting group processes from personality dissimilarity

*Solanas, A.; Manolov, R.; Leiva, D.; Andrés, A.*

University of Barcelona

**9:40 [8C3]** Goal-directed behaviour in human drug users

*Blundell, P.*

University of Leeds

**10:00 [8C4]** Perception of battered women with priming experimentation

*Montilla, G.; Aranda, M.; Montes-Berges, B.*

University of Jaén

**10:20 [8C5]** Simpson's paradox in a web experiment: The impact of cognitive focus, sample size, and trend information on social inference

<sup>1</sup>*Fraendorfer, D.*; <sup>2,3</sup>*Reips, U. D.*

<sup>1</sup>University of Zurich; <sup>2</sup>University of Deusto; <sup>3</sup>Basque Foundation of Science

**09:00 – 10:40 Thematic Session 8D: Language 4**

**Room Manuel de Falla Chair: Izura, C.**

**9:00 [8D1]** Phonological priming in Tip-Of-the-Tongue states resolution: The role of syllabic position and word length in a European Portuguese study

*Pureza, R.; Carvalho Soares, A. P.; Comesaña, M.*

University of Minho

**9:20 [8D2]** Polysemy advantage: automatic process or sensitive to grammatical context?

*Jager, B.; Cleland, S.*

University of Aberdeen

**9:40 [8D3]** Early word learning in nine-month-olds: Dynamics of picture-word priming

<sup>1,2</sup>*Junge, C.*; <sup>1,2</sup>*Hagoort, P.*; <sup>1,2,3</sup>*Cutler, A.*

<sup>1</sup>Max Planck Institute for Psycholinguistics; <sup>2</sup>Radboud University; <sup>3</sup>University of Western Sydney

**10:00 [8D4]** Semantic information influences the recognition of newly learned words overtime

*Ferreira, R.; Ellis, A. W.*

University of York

**10:20 [8D5]** ERP evidence for differential effects of word length in the left and right cerebral hemispheres

<sup>1</sup>*Wright, V.*; <sup>1</sup>*Fouquet, N.*; <sup>2</sup>*Mills, D. L.*; <sup>1</sup>*Izura, C.*

<sup>1</sup>University of Swansea; <sup>2</sup>University of Bangor

**09:00 – 10:40 Thematic Session 8E: Perception 2****Room Picasso Chair: Roberson, D.**

**9:00 [8E1]** Is that blue or green? Categorical perception and discrimination thresholds for color

<sup>1</sup>Roberson, D.; <sup>1</sup>Hanley, J. R.; <sup>2</sup>Pak, H.

<sup>1</sup>University of Essex; <sup>2</sup>Yeungnam University

**9:20 [8E2]** The psychometrics of photographic cropping

McManus, C.

University College London

**9:40 [8E3]** How far we can see? The apparent horizon and the inherent geometry of the Visual Space

Aznar-Casanova, J. A.

University of Barcelona

**10:00 [8E4]** Saccade processing in hemispatial neglect

<sup>1</sup>Szymanek, L.; <sup>2</sup>Butler, S. H.; <sup>3</sup>Rossit, S.; <sup>1</sup>Harvey, M.

<sup>1</sup>University of Glasgow; <sup>2</sup>University of Strathclyde; <sup>3</sup>University of Western Ontario

**10:20 [8E5]** Is substitution masking reduced for long duration items because identity information is available in VSTM or because target and mask objects are better individuated?

Gellatly, A.; Guest, D.; Pilling, M.

Oxford Brookes University

**10:40 [8E6]** Dichromats basic colour categories use depends on red-green mechanism residual activity utilisation

<sup>1</sup>Moreira, H.; <sup>2</sup>Lillo, J.; <sup>2</sup>Alvaro, L.; <sup>2</sup>Durán, M. C.

<sup>1</sup>Cardenal Cisneros University College; <sup>2</sup>Complutense University of Madrid

**10:40 – 11:40 Poster III & Coffee Break****11:40 – 13:20 Thematic Session 9A: Language production****Room Andalucía I & II Chair: Perea, M**

**11:40 [9A1]** Segmentation of spontaneous speech

White, L.; Wiget, L.; Rauch, O.; Sven L.; Mattys White, L.

University of Bristol

**12:00 [9A2]** Audiovisual speech integration: Visual attention to articulation affects brain responses in 6-9 month old infants.

<sup>1</sup>Kushnerenko, E.; <sup>1,2</sup>Tomalski, P.; <sup>2</sup>Ribeiro, H.; <sup>1</sup>Potton, A.; <sup>1</sup>Axelsson, E.; <sup>1</sup>Moore, D. G.

<sup>1</sup>University of East London; <sup>2</sup>University of London

**12:20 [9A3]** Differences in the production and comprehension of compound words

<sup>1</sup>Janssen, N.; <sup>2</sup>Pajtas, P. E.; <sup>2</sup>Caramazza, A.

<sup>1</sup>University of La Laguna; <sup>2</sup>Harvard University

**12:40 [9A4]** Further evidence for automatic activation of inner speech in silent reading

Humphreys, J.

University of the West of England

**13:00 [9A5]** Stress awareness and the acquisition of the orthographic stress in Spanish  
*<sup>1</sup>Gutiérrez Palma, N.; <sup>2</sup>Defior, S.; <sup>2</sup>Serrano, F.; <sup>2</sup>Jiménez Fernández, G.; <sup>2</sup>González Trujillo, M. C.*  
<sup>1</sup>University of Jaén; <sup>2</sup>University of Granada

**11:40 – 13:20 Thematic Session 9B: Perception & Action**

**Room Andalucía III Chair: Soto-Faraco, S.**

**11:40 [9B1]** Audio-visual sensory interaction dissociates magno- and parvocellular processing  
*<sup>1</sup>Jaekl, P.; <sup>1,2</sup>Soto, S.*  
<sup>1</sup>Universitat Pompeu Fabra Center for Brain and Cognition; <sup>2</sup>Institució Catalana de Recerca i Estudis Avançats (ICREA)

**12:00 [9B2]** Walking low level perception through the embodiment continuum  
*<sup>1</sup>Rodríguez, S.; <sup>1</sup>Costa, A.; <sup>2</sup>Vigliocco, G.*  
<sup>1</sup>Pompeu Fabra University; <sup>2</sup>University College of London

**12:20 [9B3]** Body parts are unlike faces: Behavioral evidence from the singleton paradigm  
*<sup>1</sup>Mohamed, T. N.; <sup>2</sup>Neumann, M. F.; <sup>2</sup>Schweinberger, S. R.*  
<sup>1</sup>FSU Jena; <sup>2</sup>Sohag university

**12:40 [9B4]** The Effect of Context in Multisensory Events  
*<sup>1</sup>Sarmiento, B. R.; <sup>2</sup>Shore, D. I.; <sup>2</sup>Milliken, B.; <sup>1</sup>Sanabria, D.*  
<sup>1</sup>University of Granada; <sup>2</sup>Neuroscience and Behaviour McMaster University

**11:40 – 13:20 Symposium: Mathematical cognition**

**Room Machuca Chair: Colomé, A**

**11:40 [9C1]** Dissociation between arithmetic operations  
*Salguero-Alcañiz, M. P.; Alameda-Bailén, J. R.*  
University of Huelva

**12:00 [9C2]** Effects of TMS induced disruption to right and left parietal cortex on addition and Multiplication  
*<sup>1</sup>Semenza, C.; <sup>2</sup>Salillas, E.; <sup>1</sup>Basso, D.; <sup>3</sup>Vecchi, T.; <sup>4</sup>Siegel, M.*  
<sup>1</sup>University of Padova; <sup>2</sup>University of Texas; <sup>3</sup>University of Pavia; <sup>4</sup>University of Sheffield

**12:20 [9C3]** Cultural differences in calculation and estimation strategies  
*<sup>1</sup>Imbo, I.; <sup>2</sup>LeFevre, J-A.*  
<sup>1</sup>University of Huelva; <sup>2</sup>Carleton University

**12:40 [9C4]** Effects of format, operation and size in calculation strategies  
*Colomé, A.; Bafalluy, M. G.; Lorite, R.*  
University of Barcelona

**13:00 [9C5]** The origin of the distance effect in numerical updating tasks  
*Pelegriña, S.; Lendínez, C.; Lechuga, M. T.*  
University of Jaen

**11:40 – 13:20 Symposium: Neural bases of memory development****Room Manuel de Falla Chair: de Haan, M.****11:40 [9D1]** The social brain in adolescence*Blakemore, S.*

University College London

**12:00 [9D2]** Genotype/phenotype relations*Karmiloff-Smith, A.*

Birkbeck Centre for Brain &amp; Cognitive Development

**12:20 [9D3]** Early word learning and the developing brain*Mills, D. L.*

Bangor University

**12:40 [9D4]** Changes in face processing during the first year of life*Pascalis, O.*

Peirre Mendès University

**13:00 [9D5]** Neurocognitive development of attention*Rueda, M. R.*

University of Granada

**11:40 – 13:20 Symposium: Competitive learning: Inferential reasoning or automatic process?****Room Picasso Chair: Matute, H & Shanks, D.R. .****11:40 [9E1]** Direct measures of associative cue competition as evidenced from priming studies*Morís, J.; Cobos, P. L.; Luque, D.; López, F. J.*

University of Málaga

**12:00 [9E2]** Cue-competition in contextual cue learning*Beesley, T.; Shanks, D. R.*

University College London

**12:20 [9E3]** When there is no time to think cues augment each other rather than compete*Matute, H.; Vadillo, M. A.*

University of Deusto

**12:40 [9E4]** Attentional biases in human learning: Controlled or automatic?*Le Pelley, M. E.*

Cardiff University

**13:00 [9E5]** Against better judgment: Looking for non-propositional learning*de Houwer, J.*

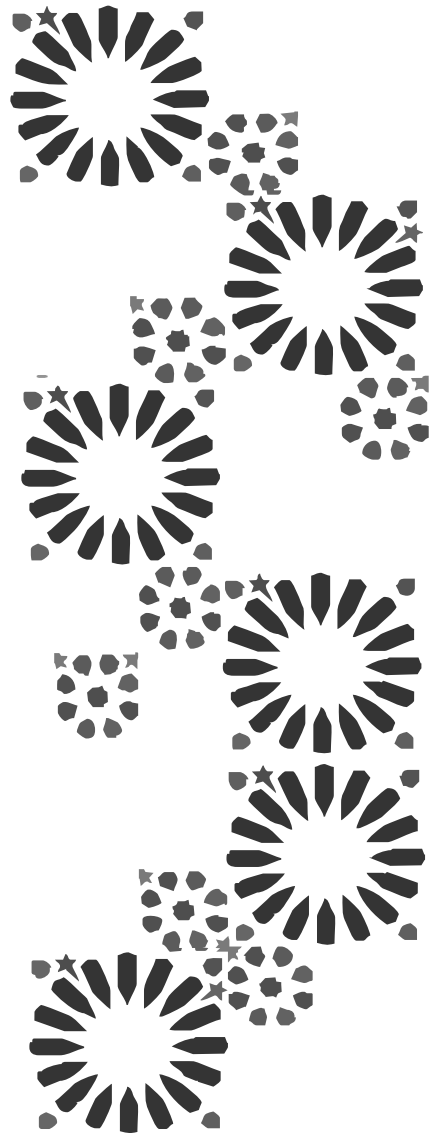
Ghent University

**13:30 – 14:30 Mark H. Johnson, EPS conference**





# POSTER SESSIONS





## POSTER SESSION I

**[PI-1]** The relationships between age, strength and movement dexterity

<sup>1</sup>Edwards, M. G.; <sup>12</sup>Martin, J. A.; <sup>3</sup>Ramsey, J.; <sup>4</sup>Hughes, C.; <sup>4</sup>, <sup>5</sup>Peters, D.

<sup>1</sup>University of Birmingham; <sup>2</sup>Centre for Neurology; <sup>3</sup>University of Birmingham; <sup>4</sup>University of Worcester; <sup>5</sup>University of Agder

**[PI-2]** The effects of hypnosis on performance of executive control tasks in a patient with frontal lobe damage

Agis, I. F.; Daza, M. T.; del Águila, E. M.; Aguado, R.; Soriano, C.

University of Almería

**[PI-3]** The effect of task-set complexity on task-set reconfiguration

van 't Wout, F.; Lavric, A.; Monsell, S.

University of Exeter

**[PI-4]** Discrimination studies with priming: An up-to-date review

Montes-Berges, B. ; Castillo-Mayén, M. R.

University of Jaén

**[PI-5]** The role of monitoring and control in discrimination of targets from similar non-targets

Miles S. M.; Macken, W. J.

School of Psychology, Cardiff University

**[PI-6]** Better measurement with visual analogue scales: A web experiment

<sup>1</sup>Funke, F.; <sup>23</sup>Reips, U. D.

<sup>1</sup>University of Tübingen; <sup>2</sup>University of Deusto; <sup>3</sup>Basque Foundation of Science

**[PI-7]** Background sound impairs interruption recovery in dynamic task situations

<sup>12</sup>Hodgetts, H. M.; <sup>1</sup>Vachon, F.; <sup>1</sup>Champagne, J.; <sup>2</sup>Jones, D. M.; <sup>1</sup>Tremblay, S. (presenting author)

<sup>1</sup>Laval University; <sup>2</sup>Cardiff University

**[PI-8]** Tms shows different roles for sma and pre-sma regions of medial frontal cortex in preparation for a task-switch

Stevens, T.; Monsell, S.

University of Exeter

**[PI-9]** A brain-potential correlate of task-set conflict

Elchlepp, H.; Lavric, A.; Rumball, F.

University of Exeter

**[PI-10]** Reduced target-distracter interference in congenital prosopagnosia

<sup>1</sup>Zubko, O.; <sup>1</sup>Wilkinson, D.; <sup>2</sup>, <sup>3</sup>DeGutis, J.; <sup>2</sup>, <sup>3</sup>Milberg, W.; <sup>4</sup>Nakayama, K.

<sup>1</sup>University of Kent; <sup>2</sup>New England Geriatric, Research, Education & Clinical Center, Veterans Affairs Boston Healthcare System; <sup>3</sup>Harvard Medical School; <sup>4</sup>Harvard University

**[PI-11]** Electrophysiological correlates of automatic and controlled temporal preparation

Capizzi, M.; Correa, A.; Sanabria, D.

University of Granada

**[PI-12]** Influences of prism adaptation on exogenous orienting of attention and inhibition of return

Asanowicz, D.; Marzecova, A.; Michalczyk, L.; Wolski, P.

Jagiellonian University of Kraków

**[PI-13]** Comparing visual effect size indices for single-case designs

Manolov, R.; Solanas, A.; Leiva, D.

University of Barcelona

**[PI-14]** Inferences with diagrammatic premises to study the differences between children and adults

<sup>1</sup>Moreno-Ríos, S.; <sup>1</sup>Rodríguez-Gualda, I.; <sup>2</sup>Rojas, C.; <sup>3</sup>García-Madruga, J.

<sup>1</sup>University of Granada; <sup>2</sup>Catholic University of Chile; <sup>3</sup>UNED

**[PI-15]** The development of social attention control from 1 to 4 months

<sup>1</sup>Perra, O.; <sup>2</sup>Gattis, M.

<sup>1</sup>Queen's University Belfast; <sup>2</sup>Cardiff University

**[PI-16]** Goal-directed imitation: State or trait?

Sakkalou, E.; Ellis, K.; Fowler, N.; Hilbrink, E.; Gattis, M.

Cardiff University

**[PI-17]** Differential responses of children with down's syndrome to the preschool children scale for skill and learning potential

Robles Bello, M. A.

University of Jaén

**[PI-18]** Telling the brain what to do: Interactions between speech and cognitive control in Parkinson disease patients

Mari-Beffa, P.; Kirkham, A.; Wright, S.; Williams, F.; Houghton, G.

Bangor University

**[PI-19]** Generating phonological structure: Evidence from English phrase production

<sup>1</sup>Malpass, D.; <sup>1</sup>Wheeldon, L.; <sup>2</sup>Lahiri, A.

<sup>1</sup>University of Birmingham; <sup>2</sup>University of Oxford

**[PI-20]** Can domain-general associative mechanisms support language learning? Evidence from statistical learning

<sup>1,2</sup>Pizzioli, F.; <sup>1</sup>Karmiloff-Smith, A.

<sup>1</sup>University of London; <sup>2</sup>Catholic University of Louvain

**[PI-21]** Implicit causality revisited: A cross-linguistic study of different domains of verbs in western and non-western languages

<sup>1</sup>Franco, F.; <sup>1</sup>Baluch, B.; <sup>1</sup>Çatal, T.; <sup>2</sup>Danaye-Tousi, M.; <sup>1</sup>Leivo, K.; <sup>3</sup>Major, A.; <sup>1</sup>Sigger, J.; <sup>1</sup>Skoczen, I.; <sup>3</sup>Zotovic, M.

<sup>1</sup>Middlesex University; <sup>2</sup>Novi Sad University; <sup>3</sup>Guilan University

**[PI-22]** Cued language switching in sentence reading: Control inhibition and the asymmetric switching cost

Ibáñez, A.; Bajo, M. T.

University of Granada

**[PI-23]** Emotion words have a processing advantage over neutral words in both first and second language

<sup>1</sup>Rodríguez, S.; <sup>2</sup>Vinson, D.; <sup>2</sup>Lemmens, E.; <sup>1</sup>Costa, A.; <sup>2</sup>Vigliocco, G.

<sup>1</sup>University Pompeu Fabra; <sup>2</sup>University College of London

**[PI-24]** Switching between languages: Erp study

<sup>1</sup>Van der Meij, M.; <sup>2</sup>Cuetos, F.; <sup>3</sup>Carreiras, M. .; <sup>1</sup>Barber, H. A.

<sup>1</sup>University of La Laguna; <sup>2</sup>University of Oviedo; <sup>3</sup>Basque Center on Cognition Brain and Language;

<sup>4</sup>IKERBASQUE Basque Foundation for Science

**[PI-25]** Cross-linguistic models of reading: Comparisons between normal and impaired reading in English and Spanish

<sup>1</sup>Cuetos, F.; <sup>2</sup>Rodríguez-Ferreiro, J.; <sup>3</sup>Davies, R.; <sup>4</sup>Monaghan, P.

<sup>1</sup>University of Oviedo; <sup>2</sup>University of Barcelona; <sup>3</sup>Oxford Brookes University; <sup>4</sup>Lancaster University

**[PI-26]** The recognition of generated and provided words: An electrophysiological study

González Nosti, M.; Cuetos, F.

University of Oviedo

**[PI-27]** Longitudinal patterns of fluency impairment in dementia: The role of domain and "nuisance variables"

Moreno-Martínez, F. J.; Montoro, P. R.

National University of Distance Education (UNED)

- [PI-28]** Connectives comprehension and individual differences in reading  
*Moreno, I.; Díaz, J.M.; Gámez, E.; León, I.; Morera, Y.; de Vega, M.*  
 University of La Laguna
- [PI-29]** Effect of feedback on different levels of task-oriented reading skills  
*Ávila, V.; Vidal-Abarca, E.; Gil, L.; Llorens, A.C.*  
 University of Valencia
- [PI-30]** Potenciales cerebrales asociados al procesamiento léxico en niños con trastorno por déficit de atención con hiperactividad  
*González-Pérez, P.A.; Domínguez, A.; Beltrán, D.; Hernández, S.*  
 University of La Laguna
- [PI-31]** Knowledge of function and manipulation on everyday tools: An rtms study  
<sup>1</sup>*Ishibashi, R.*; <sup>2</sup>*Pobric, G.*; <sup>2</sup>*Lambon, M. A.*  
<sup>1</sup>Kyoto University; <sup>2</sup>University of Manchester
- [PI-32]** Relationship between order of acquisition and vocabulary size  
<sup>1</sup>*Pérez, M. A.*; <sup>2</sup>*Izura, C.*; <sup>3</sup>*Marín, J.*; <sup>3</sup>*Ellis, A. W.*; <sup>4</sup>*Stadthagen-González, H.*  
<sup>1</sup>University of Murcia; <sup>2</sup>University of Wales; <sup>3</sup>University of York; <sup>4</sup>University of Wales Bangor
- [PI-33]** Interpersonal verbs and body locomotion  
*Gámez, E.; Díaz, J. M.; Marrero, H.; de Vega, M.*  
 University of La Laguna
- [PI-34]** Bilingual advance in cued and uncued task-switching within language  
<sup>1</sup>*Mas, E.*; <sup>1234</sup>*de Diego-Balaguer, R.*; <sup>5</sup>*Ruz, M.*  
<sup>1</sup>University of Barcelona; <sup>2</sup>Catalan Institution of Research and Advanced Studies; <sup>3</sup>IDIBELL; <sup>4</sup>Normal Highschool of Paris; <sup>5</sup>University of Granada
- [PI-35]** Infants learn rules more easily over vowels than over consonants  
*Pons, F.; Toro, J. M.*  
 University of Barcelona
- [PI-36]** Face reality: Eye movements to real and photographic faces  
<sup>1</sup>*Cooper, R.*; <sup>2</sup>*Cristino, F.*  
<sup>1</sup>Edinburgh Napier University; <sup>2</sup>University of Bristol
- [PI-37]** Contextual biconditional discrimination of conditioned flavour preference in rats  
<sup>1</sup>*González, F.*; <sup>2</sup>*Hall, G.*  
<sup>1</sup>University of Granada; <sup>2</sup>Universidad de York
- [PI-38]** Decrease in conditioned flavour preference after post-training cs exposure is due to conditioned inhibition rather than to extinction: Evidence from retardation and summation tests  
*García-Burgos, D.; González, F.*  
 University of Granada
- [PI-39]** The combined effect of interventions designed to improve children's logical reasoning performance  
*McKenzie, R.; Handley, S.*  
 University of Plymouth
- [PI-40]** The effect of stimulus pre-exposure schedule in human perceptual learning  
*Vázquez, G.A.; Arriola, N.; Alonso, G.*  
 University of the Basque Country
- [PI-41]** A study of interference between outcomes based in a cued-response priming task  
*González Martín, E.; Cobos Cano, P.L.*  
 University of Málaga
- [PI-42]** Associative evocation explains a perceptual learning effect after short preexposure  
<sup>1</sup>*Contel, D. M.*; <sup>1</sup>*Artigas, A. A.*; <sup>1</sup>*Sansa, J.*; <sup>2</sup>*Prados, J.*  
<sup>1</sup>University of Barcelona; <sup>2</sup>University of Leicester

**[PI-43]** Human classical conditioning: The role of the valence and arousal of the unconditioned stimulus

*Méndez, A.; Redondo, J.*

University of Santiago de Compostela

**[PI-44]** Semantic distraction in free recall: Modality differences reduce source-monitoring errors

<sup>1</sup>*Marsh, J. E.;* <sup>2</sup>*Hodgetts, H. M.;* <sup>3</sup>*Beaman, C. P.;* <sup>1</sup>*Jones, D. M.*

<sup>1</sup>Cardiff University; <sup>2</sup>University of Laval; <sup>3</sup>Reading University

**[PI-45]** Recalling our past changes thoughts about the future: The effects of retrieving food memories on predicted enjoyment and choice

*Robinson, E.; Blissett, J.; Higgs, S.*

University of Birmingham

**[PI-46]** The effect of relearning on directed forgetting

*Gómez-Ariza, C. J.; Iglesias-Parro, S.*

University of Jaén

**[PI-47]** Inhibition processes in prospective memory

*Meilán, J. J. G.; Arana, J. M.; Pérez Sáez, E.; Gordillo, F.*

University of Salamanca

**[PI-48]** The contribution of the temporal nature and familiarity of imagined scenes to episodic future thinking

<sup>12</sup>*de Vito, S.;* <sup>1</sup>*Gamboz, N.;* <sup>1</sup>*Brandimonte, M. A.*

<sup>1</sup>Suor Orsola Benincasa University; <sup>2</sup>University of Edinburgh

**[PI-49]** Dissociations between retrieval and metacognitive monitoring in recall: The mixed blessing of high inter-target association

*Guzel, M. A.; Higham, P. A.*

University of Southampton

**[PI-50]** Production of false memories in the drm paradigm using lists with two critical items: Position in the list vs. Associative strength

*Oliveira, H.; Albuquerque, P. B.; Machado, A. B.*

University of Minho

**[PI-51]** An investigation of two types of familiarity

*Neil, G.; Higham, P. A.*

University of Southampton

**[PI-52]** Percentage of nonoverlapping corrected data

*Manolov, R.; Solanas, A.*

University of Barcelona

**[PI-53]** An R package for measuring and testing steepness in dominance hierarchies

<sup>1</sup>*Leiva, D.;* <sup>2</sup>*de Vries, H.*

<sup>1</sup>University of Barcelona; <sup>2</sup>Utrecht University

**[PI-54]** On the money – monetary and numerical judgments of currency

*Goldman, R.; Ganor-Stern, D.; Tzelgov, J.*

Ben-Gurion University of the Negev

**[PI-55]** The intention of speech: Temporal ERP evidence for an early dissociation between meaning and words

<sup>12</sup>*Strijkers, K.;* <sup>3</sup>*Holcomb, P.;* <sup>2</sup>*Costa, A.*

<sup>1</sup>Pompeu Fabra University; <sup>2</sup>University of Barcelona; <sup>3</sup>Tufts University

**[PI-56]** Automatic processing of magnitude in <sup>1</sup>-digit arabic numbers in third-grade children

*Rodríguez-Santos, J. M.; García-Orza, J.; Iza, M.; Calleja, M.*

University of Málaga

**[PI-57]** Functional independence between written and oral calculation

*Salguero-Alcañiz, M. P.; Alameda-Bailén, J. R.*

University of Huelva

- [PI-58]** Modification of the visual response evoked by geometric images in healthy subjects obtained during two laboratory stressors: The cold pressor test and an arithmetical mental task  
<sup>1</sup>*Pellicer, O.;* <sup>1</sup>*Pérez-Arroyo, M.;* *Salvador, A.*  
<sup>1</sup>Miguel Hernández University; <sup>2</sup>University of Valencia
- [PI-59]** Backward effects from task 2 motor response on task 1 performance: Interference at central level or response coupling at motor level?  
*Ruiz Fernández, S.;* *Ulrich, R.*  
 Eberhard Karls University
- [PI-60]** Stimulus pre-exposure schedule and eye-tracking activity in a visual stimuli identification task  
<sup>1</sup>*Angulo, R.;* <sup>2</sup>*Di Stasi, L. L.;* <sup>2</sup>*Catena, A.;* <sup>1</sup>*Alonso, G.*  
<sup>1</sup>University of the Basque Country; <sup>2</sup>University of Granada
- [PI-61]** Non-conventional TV advertising: Visual impact and viewer's visual behaviour  
*Añaños, E.;* *Mas, M. T.;* *Estaún, S.;* *Valli, A.;* *Padilla, A.;* *Jaén, S.;* *Jiménez, S.;* *Astals, A.;* *Jiménez, S.*  
 Autonomous University of Barcelona
- [PI-62]** Amplitude and speed of wielding modulate length perception through dynamic touch  
*Lobo, L.;* *Travieso, D.*  
 Autonomous University of Madrid
- [PI-63]** Is the difference threshold a function of the physical or of the perceived stimulus?  
<sup>1</sup>*Pedraja, M. J.;* <sup>2</sup>*Montoro, P. R.*  
<sup>1</sup>University of Murcia; <sup>2</sup>National University of Distance Education
- [PI-64]** Automatic tactile remapping without space encoding  
<sup>1</sup>*Camacho, K.;* <sup>12</sup>*Azañón, E.;* <sup>13</sup>*Soto-Faraco, S.*  
<sup>1</sup>Pompeu Fabra University; <sup>2</sup>University of Barcelona; <sup>3</sup>Catalan Institution of Research and Advanced Studies
- [PI-65]** "That's not a real body": Identifying stimulus qualities that modulate synaesthetic experiences of touch  
*Holle, H.;* *Ward, J.*  
 University of Sussex
- [PI-66]** Testing simulations of dichromate vision: A psychophysical method  
<sup>1</sup>*Alvaro, L.;* <sup>1</sup>*Lillo, J.;* <sup>1</sup>*Durán, M. C.;* <sup>2</sup>*Moreira, H.*  
<sup>1</sup>University of Madrid; <sup>2</sup>Universitary School Cardenal Cisneros
- [PI-67]** Interpersonal perception, personality, and academic achievement: An empirical study with undergraduate students  
<sup>1</sup>*Andrés, A.;* <sup>12</sup>*Solanas, A.;* <sup>1</sup>*Salafranca, Ll.*  
<sup>1</sup>University of Barcelona; <sup>2</sup>Institute for Brain, Cognition, and Behavior
- [PI-68]** Auditory self-relevance and the perception of gaze  
*Stoyanova, R.;* *Ewbank, M.;* *Calder, A. J.*  
 MRC Cognition and Brain Sciences Unit
- [PI-69]** Psychology of learning effects and the gain-loss theory in social psychology  
*Cristina Orgaz, C.;* *Matute, H.;* *Vadillo, M. A.*  
 University of Deusto
- [PI-70]** Priming use in studies on staff selection  
*Aranda, M.;* *Pérez-Cordón, L. G.;* *Montes-Berges, B.*  
 University of Jaén
- [PI-71]** Using subliminal priming in the gender discrimination  
*Castillo-Mayén, M. R.;* *Montes-Berges, B.*  
 University of Jaén

**[PI-72]** Psychological analysis of the emotional impact of the European tobacco warning labels campaign

<sup>1</sup>Rosselló, F.; <sup>1</sup>Sánchez-Nácher, N.; <sup>1</sup>Muñoz, M. A.; <sup>2</sup>Viedma-del-Jesus, M. I.; <sup>1</sup>SanJuan R.; <sup>2</sup>Vila, J.; <sup>1</sup>Montoya, P.

<sup>1</sup>University of Balearic Islands; <sup>2</sup>University of Granada

**[PI-73]** When language gets emotional: Irony and the embodiment of affect in discourse

<sup>1</sup>Filik, R.; <sup>2</sup>Hunter, CH. M.; <sup>2</sup>Leuthold, H.

<sup>1</sup>University of Nottingham; <sup>2</sup>University of Glasgow

**[PI-74]** Differential brain activity during the negative initial aesthetic impression formation

Munar, E.; Nadal, M.; Rosselló, J.; Flexas, A.; Cela, C. J.

Grupo de Evolución y Cognición Humana, asociado al Instituto de Física Interdisciplinar y Sistemas Complejos (UIB-CSIC)

**[PI-75]** Context effects in judgments of happiness produced by reward

De Rivas Hermosilla, S. ; Álvarez-Bejarano, A.; Fernández-Dols, J. M.

Autonomous University of Madrid

**[PI-76]** Antecedents and consequences of the perception of social power (and its legitimacy)

Willis, G. B.; Rodríguez-Bailón, R.

University of Granada

**[PI-77]** Warm women and cold men: Gender accessibility and environmental temperature

Jiménez-Moya, G.; Willis, G.B.; Santiago, J.; Rodríguez-Bailón, R.

University of Granada

**[PI-78]** Measuring causal reasoning in clinicians during reading of clinical reports

Flores, A.; Cobos, P.L. ; López, F.J.

University of Málaga

**[PI-79]** Identifying the same causal mechanism across different contexts

<sup>1</sup>Barbería, I.; <sup>2</sup>Baetu, I.; <sup>1</sup>Sansa, J.; <sup>2</sup>Baker, A.G.

<sup>1</sup>University of Barcelona; <sup>2</sup>McGill University



## POSTER SESSION II

**[PII-1]** No category effect in alzheimers disease

*Laws, K. R.; Moreno-Martínez, F. J.; Adlington, R. A.; Gale, T. M.; Irvine, K.*  
University of Hertfordshire

**[PII-2]** Working memory updating in normal ageing

<sup>1</sup>*Rodríguez-Fernández, R.;* <sup>2</sup>*Martín-Aragoneses, M. T.*

<sup>1</sup>National University of Distance Education; <sup>2</sup>University of Madrid

**[PII-3]** Effects of aging and divided attention on intentional forgetting: Behavioural data and erp correlates

*Menor de Gaspar, J.*

University of Oviedo

**[PII-4]** Interference in dual-task performance: Evidence for a response initiation bottleneck

*Leuthold, H.*

University of Glasgow

**[PII-5]** Priming choice behaviour by action observation

<sup>1,2</sup>*Pereda, A.;* <sup>2,3</sup>*Soto-Faraco, S.*

<sup>1</sup>*Parc Científic de Barcelona, Barcelona;* <sup>2</sup>*Dept de Tecnologies de la Informació i les Comunicacions, Universitat Pompeu Fabra, Barcelona;* <sup>3</sup>*Institució Catalana de Recerca i Estudis Avançats (ICREA)*

**[PII-6]** Task switching paradigm: The simplicity of the stimuli does not alter reversal of typical effect

*Plaza-Ayllón, V.; Noguera, C.; Álvarez, D.; Carmona, E.*

University of Almería

**[PII-7]** Can intention override the “automatic pilot”?

<sup>1</sup>*Striemer, C. L.;* <sup>2</sup>*Yukovsky, J.;* <sup>1</sup>*Goodale, M. A.*

<sup>1</sup>University of Western Ontario; <sup>2</sup>University of Birmingham

**[PII-8]** Integration of auditory and visual verbal cues in cognitive control

*Kirkham, A.; Mari-Beffa, P.*

Bangor University

**[PII-9]** Generalisation and training of proportion congruent effect and specificity of conflict adaptation

*Torres Quesada, M. ; Funes, M. J.; Lupiáñez, J.*

University of Granada

**[PII-10]** The effect of the cueback on inhibition of return

*Martín-Arévalo, E.; Lupiáñez, J.*

University of Granada

**[PII-11]** Do circadian rhythms modulate post-error slowing?

*Molina, E.; Amayra, C. ; Araújo, R.; de la Rosa, E.; González, L.; Lara, I.; Moreno T.; Arturo, A.; Sanabria, D.; Correa, A.*

University of Granada

**[PII-12]** Cognitive control in frontal damaged patients

*Rodríguez-Bailón, M.; Lupiáñez, J.; Ruiz, R.; Funes, M. J.*

University of Granada

**[PII-13]** Two coupled dynamic fields can explain how rts in ior depends of stimulation's spatio-temporal structure

*Ibáñez-Gijón, J.; Travieso, D.; Jacobs, D.M.*

Autonomous University of Madrid

**[PII-14]** Measuring exogenous spatial attention during and after an acute bout of aerobic exercise

*Luque, A.; Morales, E.; Gálvez, G.; Sanabria, D.*

University of Granada

**[PII-15]** The neural correlates of counterfactuals: A fmri study with contents of effort

<sup>1</sup>*Urrutia, M.;* <sup>1</sup>*de Vega, M.;* <sup>2</sup>*Gennari, S.*

<sup>1</sup>University of La Laguna; <sup>2</sup>University of York

**[PII-16]** Episodic memory in infants aged 12 months: An eye tracking study

*Ressel, V.;* *Sebastián-Gallés, N.*

Pompeu Fabra University

**[PII-17]** Effects of global structure on verbatim narrative recall in adults and children

*Weaver, A.;* *Briscoe, J.*

University of Bristol

**[PII-18]** Improvement of visuospatial disturbances in children with precedents of great prematurity by differential outcomes

*Martínez, L.;* *Sánchez-Joya, M.;* *Estévez, A. F.;* *Róldan-Tapia, L.*

University of Almería

**[PII-19]** Effects of a training program of sphincter control in children with down's syndrome

*Robles Bello, M. A.*

University of Jaén

**[PII-20]** The relevance of the verb's motor associations in action naming by parkinson's disease patients

<sup>1</sup>*Herrera-Gómez, E.;* <sup>2</sup>*Rodríguez-Ferreiro, J.;* <sup>1</sup>*Cuetos, F.*

<sup>1</sup>University of Oviedo; <sup>2</sup>University of Barcelona

**[PII-21]** Reading acquisition in Albanian

*Avdyli, R.;* *Cuetos-Vega, F.*

University of Oviedo

**[PII-22]** Electrophysiological correlates of complement complexity in abstract verb processing

<sup>1</sup>*Rodríguez-Ferreiro, J.;* <sup>2</sup>*González-Nosti, M.;* <sup>2</sup>*Cuetos, F.*

<sup>1</sup>University of Barcelona; <sup>2</sup>University of Oviedo

**[PII-23]** Sign language effects on memory skills: A study with sign language interpreters and bilinguals

<sup>1</sup>*Muñoz, S.;* <sup>2</sup>*Carratala, P.;* <sup>2</sup>*Prasad, L.;* <sup>2</sup>*Bermudo, E.;* <sup>2</sup>*Casado, N.*

<sup>1</sup>University of La Laguna; <sup>2</sup>University of Málaga

**[PII-24]** "...baby hypothermic following intubation": Communicating temporal information in nursing summaries and its application in natural language generation

<sup>1</sup>*Sambaraju, R.;* <sup>2</sup>*Gatt, A.;* <sup>1</sup>*Logie, R.*

<sup>1</sup>University of Edinburgh; <sup>2</sup>University of Malta

**[PII-25]** The European Portuguese adaptation of the affective norms for English words (anew)

<sup>1</sup>*Soares, A. P.;* <sup>1</sup>*Comesaña, M.;* <sup>2</sup>*Simões, A.;* <sup>1</sup>*Fonte, L.;* <sup>1</sup>*Frade, C. S.*

<sup>1</sup>University of Minho; <sup>2</sup>Porto Polytechnic Institute

**[PII-26]** An investigation of acronym properties: Norms, recognition, naming and association times for <sup>1</sup>75 acronyms

*Playfoot, D.;* *Izura, C.*

Swansea University

**[PII-27]** The role of the experimental list in ambiguous relative clauses attachment: Two completion studies

*Piñeiro, A.;* *Ledo, A.;* *Fraga, I.;* *Acuña, C.*

University of Santiago de Compostela

**[PII-28]** Effects of word length but not frequency in visual word recognition are differentially influenced by visual noise dynamics

<sup>1</sup>*Pitchford, N. .;* <sup>2</sup>*Watt, R.;* <sup>1</sup>*Ledgeway, T.;* <sup>1</sup>*Ktori, M.*

<sup>1</sup>University of Nottingham; <sup>2</sup>University of Stirling

- [PII-29]** The neural correlates of counterfactuals: A fmri study with degrees of effort  
<sup>1</sup>*Urrutia, M.*; <sup>1</sup>*de Vega, M.*; <sup>2</sup>*Gennari, S.*  
<sup>1</sup>University of La Laguna; <sup>2</sup>University of York
- [PII-30]** Semantic vs. Superficial processing of hyperlinks in a wikipedia reading task  
<sup>1</sup>*Salmerón, L.*; <sup>1</sup>*Cerdán, R.*; <sup>2</sup>*Naumann, J.*; <sup>1</sup>*García, V.*; <sup>1</sup>*García-Carrión, P.*; <sup>1</sup>*Tavares, G.*  
<sup>1</sup>University of Valencia; <sup>2</sup>German Institute for International Educational Research
- [PII-31]** Reading salt activates the gustatory cortex  
*Barrós-Loscertales, A.*; *Gonzalez, J.*; *Ventura-Campos, N.*; *Bustamante, J. C.*; *Costumero, V.*; *Cruz-Gómez, A. J.*; *Avila, C.*  
 Jaume I University
- [PII-32]** Verbs and nouns in sli: Evidence from eye movements  
<sup>1</sup>*Andreu, L.*; <sup>2</sup>*Buil, L.*; <sup>2</sup>*Sanz-Torrent, M.*  
<sup>1</sup>Oberta University of Catalunya; <sup>2</sup>University of Barcelona
- [PII-33]** Cognitive factors involved in paper and electronic reading comprehension of sixth graders  
*García, V.*; *Salmerón, L.*  
 University of Valencia
- [PII-34]** Visualizing polysemy structures using lsa and predication algorithm  
<sup>1</sup>*de Jorge Botana, G.*; <sup>1</sup>*León, J. A.*; <sup>1</sup>*Olmos-Albacete, R.*; <sup>2</sup>*Escudero, I.*  
<sup>1</sup>Autonomous University of Madrid; <sup>2</sup>Antonio de Nebrija University
- [PII-35]** New algorithms for evaluation summaries comparing lsa and human graders into two different academic levels  
*Olmos-Albacete, R.*; *León, J. A.*; *de Jorge Botana, G.*; *Escudero, I.*  
<sup>1</sup>Autonomous University of Madrid; <sup>2</sup>Antonio de Nebrija University
- [PII-36]** Bias in perspective taking during reading: Adjusting the knowledge of characters  
*Moreno-Ríos, S.*; *Rodríguez-Gualda, I.*; *Rodríguez-Mechén, M. A.*  
 University of Granada
- [PII-37]** Time course of activation for backward and forward inferences during reading: An fmri investigation  
<sup>12</sup>*León, J. A.*; <sup>12</sup>*Escudero, I.*; <sup>2</sup>*Pratt, C.*; <sup>2</sup>*Just, M. A.*  
<sup>1</sup>Autonomous University of Madrid; <sup>2</sup>Carnegie Mellon University
- [PII-38]** A normative database with rating values of emotional content for 6.000 spanish words  
<sup>1</sup>*Conrad, M.*; <sup>1</sup>*Spiegel, M. A.*; <sup>1</sup>*Hansen, L.*; <sup>3</sup>*Bajo, M. T.*; *Carreiras, M. .*; <sup>2</sup>*Jacobs, A.*  
<sup>1</sup>Frei University of Berlin; <sup>2</sup>Basque Center on Cognition, Brain and Language; <sup>3</sup>University of Granada
- [PII-39]** A new measure of reading comprehension for primary school: The darc Its relation with prolec-r, working memory and intelligence  
<sup>1</sup>*Gómez-Veiga, I.*; <sup>1</sup>*Elosúa, M. R.*; <sup>2</sup>*López Escribano, C.*; <sup>1</sup>*Orjales, I.*; <sup>2</sup>*Pérez, E.*; <sup>1</sup>*Gil, L.*; <sup>1</sup>*García-Madruga, J. A.*  
<sup>1</sup>UNED; <sup>2</sup>Complutense University of Madrid
- [PII-40]** Testing online research methods in associative learning research: A comparison of learning curves in the laboratory and on the internet  
*Ortega-Castro, N.*; *Vadillo, M. A.*; *Orgaz, C.*; *Matute, H.*  
 University of Deusto
- [PII-41]** Training insight problem solving through focus on barriers and assumptions  
*Walinga, J.*; *Cunningham, J. B.*; *MacGregor, J. N.*  
<sup>1</sup>Royal Roads University; <sup>2</sup>University of Victoria
- [PII-42]** Taxonomic categorization effects in insight problem solving  
*James N. MacGregor, J. N.*; *Cunningham, J. B.*; *Hunter, G.*  
<sup>1</sup>University of Victoria; <sup>2</sup>University of Lethbridge
- [PII-43]** Misperception of causality: Implications for quackery and pseudoscience  
<sup>1</sup>*Yarritu, I.*; <sup>2</sup>*Blanco, F.*; <sup>1</sup>*Matute, H.*; <sup>1</sup>*Vadillo, M. A.*  
<sup>1</sup>University of Deusto; <sup>2</sup>University of Leuven

- [PII-44]** Framing effects in decision making and causal judgments  
*Müller, S. M.; García-Retamero, R.; Okan, Y.; Perales, J. C.; Maldonado, A.*  
University of Granada
- [PII-45]** The salience of repetitive structures tested in rats  
*Martínez, D.; Toro, J. M.*  
Pompeu Fabra University
- [PII-46]** Source monitoring: Characteristics of memories also help to determine the confidence in the source decisions  
*<sup>1</sup>Luna Ortega, K.; <sup>2</sup>Martín Luengo, B.*  
<sup>1</sup>University of Minho; <sup>2</sup>University of the Basque Country
- [PII-47]** Inhibitory deficits in bipolar disorders  
*<sup>1</sup>Bajo, M. T.; <sup>2</sup>Soriano, M. F.; <sup>1</sup>Ros, M. J.*  
<sup>1</sup>University of Granada; <sup>2</sup>Hospital of San Agustín (Linares)
- [PII-48]** Effect of prenatal choline supplementation on object recognition long-term memory in adult wistar rats  
*<sup>1</sup><sup>2</sup> Moreno, H.; <sup>1</sup> Díaz, A.; <sup>2</sup> Carias, D.; <sup>1</sup> Gallo, M.; <sup>1</sup> de Brugada, I.*  
<sup>1</sup>University of Granada; <sup>2</sup>University Simón Bolívar
- [PII-49]** Previous knowledge about chronological organization of everyday activities avoids retrieval-induced forgetting in recall  
*García-Bajos, E.; Migueles, M.*  
University of the Basque Country
- [PII-50]** Intelligence and working memory in different dynamic spatial test conditions  
*<sup>1</sup>Contreras, M. J.; <sup>2</sup>Martínez-Molina, A.; <sup>2</sup>López-Almeida, P. I.; <sup>2</sup>Shih, P. C.; <sup>2</sup>Santacreu, J.*  
<sup>1</sup>National University of Distance Education (UNED); <sup>2</sup>Autonomous University of Madrid
- [PII-51]** Effect of activation and valence of iaps images on incidental recognition using discrimination and bias measures (a' y b''d)  
*<sup>1</sup> Gordillo, F.; <sup>1</sup> Arana, J. M.; <sup>1</sup> Meilán, J. J. G.; <sup>2</sup> Salvador, J.; <sup>2</sup> Mestas, L.; <sup>1</sup> Carro, J.*  
<sup>1</sup>University of Salamanca; <sup>2</sup>National Autonomous University of Mexico
- [PII-52]** Directed forgetting and the selective control of retrieval  
*Cano, E.; García, A. M.; García, Y.; Marín, A. A.; Martos-Luque, R.; Navarro, M. C.; Ortega, M. B.; Ruiz, M.; Iglesias-Parro, S.; Gómez-Ariza, C. J.*  
University of Jaén
- [PII-53]** Retrieval induced forgetting on facial features  
*<sup>1</sup>Sanches, C.; <sup>1</sup>Marful, A.; <sup>2</sup>Albuquerque, P. B.; <sup>1</sup>Bajo, M. T.*  
<sup>1</sup>University of Granada; <sup>2</sup>University of Minho
- [PII-54]** Producing false memories through the drm paradigm: The role of theme identifiability and word strength association  
*Albuquerque, P. B.; Resende, A.; Paulo, R.; Capelo, A.*  
University of Minho
- [PII-55]** Response time variability in choice response time tasks and tapping tasks correlates positively  
*Stoetm, G.; Gray, K.*  
Leeds University
- [PII-56]** Online and offline experiments on priming through a customizable free software application  
*Garaizar, P.; Vadillo, M. A.; Matute, H.*  
University of Deusto
- [PII-57]** The influence of number processing on selective attention: An eye-tracker study  
*<sup>1</sup>Rahona, J. J.; <sup>2</sup>Ruiz Fernández, S.; <sup>1</sup>Hervás, G.; <sup>1</sup>Vázquez, C.*  
<sup>1</sup>Complutense University of Madrid; <sup>2</sup>Eberhard Karls University

**[PII-58]** Is non-symbolic "number sense" related to formal mathematics ability?

<sup>1</sup>Attridge, N.; <sup>1</sup>Gilmore, C.; <sup>2</sup>Inglis, M.

<sup>1</sup>University of Nottingham; <sup>2</sup>Loughborough University

**[PII-59]** Individual differences in numerical skills and probabilistic reasoning

Gracia, M.; Tubau, E.; Colomé, A.; Núñez-Peña, M. I.

University of Barcelona

**[PII-60]** The effect of phonological similarity on updating in working memory

Martín-Puga, M. E.; Pelegrina, S.

University of Jaén

**[PII-61]** Eye movements in autistic and typically developed individuals during a static versus dynamic false belief task

<sup>1</sup>Au Yeung, S. ; <sup>1</sup>Kovshoff, H.; <sup>1</sup>Benson, V.; <sup>2</sup>Smith, T. J.

<sup>1</sup>University of Southampton; <sup>2</sup>University of Edinburgh

**[PII-62]** Predicting what other people will do: Spatial and temporal brain dynamics in response to expected and unexpected gaze shifts

<sup>1</sup>Tipples, J.; <sup>2</sup>Johnston, P.

<sup>1</sup>University of Hull; <sup>2</sup>Swinburne University

**[PII-63]** The effects of priming with positive and negative affect words on ratings of facial attractiveness

Rogers, R.; Johnston, R. A.

University of Kent at Canterbury

**[PII-64]** The effect of auditory warning signals on temporal preparation: A dissociation between sound intensity and eye startle reflex

Cappucci, P.; Correa, A.; Guerra, P. M.; Lupiáñez, J.

University of Granada

**[PII-65]** Visual clarity and standard measurements: Comparing several methods for transforming photometric measurements

<sup>1</sup>Durán, M. C.; <sup>1</sup>Lillo, J.; <sup>2</sup>Moreira, H.; <sup>1</sup>Alvaro, L.

<sup>1</sup>University of Madrid; <sup>2</sup>Universitary School Cardenal Cisneros

**[PII-66]** Differential outcomes: Improving delayed face recognition in adults with mental handicaps

<sup>1</sup>Valdeavero, N.; <sup>1</sup>Estévez, A. F.; <sup>2</sup>Plaza, V.; <sup>3</sup>López-Crespo, G.; <sup>1</sup>Esteban, L.; <sup>2</sup>Fuentes, L. J.

<sup>1</sup>University of Almería; <sup>2</sup>University of Murcia; <sup>3</sup>University of Zaragoza

**[PII-67]** Cross-modal prediction in audiovisual speech perception

<sup>1</sup>Sánchez, C.; <sup>2</sup>Alsius, A.; <sup>3</sup>Enns, J. T.; <sup>14</sup>Soto-Faraco, S.

<sup>1</sup>Pompeu Fabra University; <sup>2</sup>University of Barcelona; <sup>3</sup>University of British Columbia; <sup>4</sup>Catalan Institution of Research and Advanced Studies

**[PII-68]** Cumulative effects of cognitive control in a stroop task: The importance of taking previous trials into account

Méndez, A.; Jiménez, L.

University of Santiago de Compostela

**[PII-69]** Gaze-driven attention dynamics with different facial expressions: An n2pc study

<sup>1</sup>Sassi, F.; <sup>2</sup>Galfano, G.; <sup>2</sup>Sarlo, M.; <sup>2</sup>Munaffò, M.; <sup>2</sup>Umiltà, C. A.; <sup>1</sup>Fuentes, L. J.

<sup>1</sup>University of Murcia; <sup>2</sup>University of Padua

**[PII-70]** Evoked potentials related to emotional consistency associated to discourse

León, I.; Díaz, J. M.; de Vega, M.; Hernández, J. A.

University of La Laguna

**[PII-71]** Top-down modulations of the happiness advantage in emotional visual search

Damjanovic, L.; Wilkinson, H.; Lloyd, J.

University of Chester

**[PII-72]** Social categories and attentional control

<sup>1</sup>Cañadas, E.; <sup>1</sup>Rodríguez-Bailón, R.; <sup>2</sup>Milliken, B.; <sup>1</sup>Lupiáñez, J.

<sup>1</sup>University of Granada; <sup>2</sup>McMaster University

**[PII-73]** Order effects in moral judgment: Implications for psychological theories of moral reasoning

Okan, Y. , Wiegmann, A. , Nagel, J.

University of Göttingen

**[PII-74]** An erp study with affective masked priming using arousing positive and negative words and emoticons: Are they the same?

<sup>1</sup>Comesaña, M.; <sup>1</sup>Soares, A. P.; <sup>2</sup>Perea, M. Piñeiro, A.; <sup>3</sup>Fraga, I.; <sup>3</sup>Galdo, S.; <sup>1</sup>Pinheiro, A.

<sup>1</sup>University of Minho; <sup>2</sup>University of Valencia; <sup>3</sup>University of Santiago de Compostela

**[PII-75]** Control and consciousness: A erps study about the effect of a mask in a cognitive conflict task

Panadero Sanchís, M. A.; Tudela, P.

University of Granada

**[PII-76]** Detecting fakers of the autobiographical iat

Ghirardi, S. A. V.; Sartori, G.

University of Papua

**[PII-77]** Inferred feelings vs. Real feelings of victims of child sexual abuse

Cantón-Cortés, D.; Moreno Ríos, S.

University of Granada

**[PII-78]** Judgments of time to contact are affected by the rate at which fine-grained texture elements become visible

Díaz, A.; Jacobs, D. M.

Autonomous University of Madrid

**[PII-79]** Social perception of traditional sexual roles: The role of rape myth acceptance and perpetrator´ sexist attitudes

Durán, M. M.; Moya, M.; Megías, J. L.

University of Granada

**[PII-80]** The role of sound symbolism in the perception of attractiveness: Crosslinguistics studies

<sup>1</sup>Santiago, L.; <sup>1</sup>Zaefferer, D.; <sup>2</sup>Santiago, J.

<sup>1</sup>Ludwig Maximilians University; <sup>2</sup>University of Granada

**[PII-81]** Costs of thinking about verbal probabilities: Is processing directionality easier than processing probabilistic meaning?

Gourdon, A.; Beck, S. R.

University of Birmingham

**[PII-82]** The influence of domain and category rule on children's induction strategies

Badge, J. R.; Shapiro, L. R.

Aston University

## POSTER SESSION III

**[PIII-1]** Perception of the self and others in healthy adult ageing*Girardi, A.; Della Sala, S.; MacPherson, S. E.*

University of Edinburgh

**[PIII-2]** Semantic and affective priming in healthy seniors and alzheimer's disease*<sup>1</sup>Marín -Gutiérrez, A.; <sup>2</sup>Avilés, A.; <sup>2</sup>Carreiras, M.*<sup>1</sup>University of Salamanca; <sup>2</sup>Basque Center on Cognition, Brain and Language**[PIII-3]** Size matters: A study on naming and size knowledge in dementia of the alzheimer type*Moreno-Martínez, F. J.; Goñi Imízcoz, M.*

National University of Distance Education (UNED)

**[PIII-4]** Proactive and retroactive processing in tentacle lowering conditioning in the common snail (*helix aspersa*): Blocking and sensory preconditioning*Solar, P.; Acebes, F.; Carnero, S.; Loy, I.*

University of Oviedo

**[PIII-5]** Pkm $\zeta$  role in the maintenance of an active avoidance memory in rats*Gamiz, F.; Manrique T.; Gallo, M.*

University of Granada

**[PIII-6]** Learned induced aversions to temporal and spatial context: A comparison*Gómez-Chacón, B.; Gamiz, F.; Martínez-Escudero, L.; Gallo, M.*

University of Granada

**[PIII-7]** Dual-task processing when task-difficulty and task-order varies: Optimized central processing order?*Ruiz Fernández, S.; Leonhard, T.; Rolke, B.; Ulrich, R.*

Eberhard Karls University

**[PIII-8]** Heightened conflict during cue-encoding increases backward inhibition in set-switching*Grange, J. A.; Houghton, G.*

Bangor University

**[PIII-9]** The effect of parietal lesions in response to salient singletons*<sup>1</sup>Hernández, M.; <sup>2</sup>Costa, A.; <sup>3</sup>Humphreys, G. W.*<sup>1</sup>University of Barcelona; <sup>2</sup>University Pompeu Fabra; <sup>3</sup>University of Birmingham**[PIII-10]** Ant, gaze-direction, emotional expression and anxiety: A preliminary analysis*Colmenero, J. M.; Ortega, A. R.; Ramírez, E.; García-Viedma, R.; Montes, R.*

University of Jaén

**[PIII-11]** Attention network functioning in mild cognitive impairment with subcortical vascular features*<sup>1</sup>Fenández, P. J.; <sup>1</sup>Fuentes, L. J.; <sup>1</sup>Campoy, G.; <sup>2</sup>Antequera, M.; <sup>1</sup>García, J.; <sup>2</sup>Marín, J.; <sup>2</sup>Antúnez, C.*<sup>1</sup>University of Murcia; <sup>2</sup>Universitary Hospital Virgen de la Arrixaca (Murcia)**[PIII-12]** Development of attentional networks in prelingually deaf children*García-Giménez, N.; Daza, M. T.*

University of Almería

**[PIII-13]** Attentional and motor features of cueing effects*Gálvez, G.; Lupiáñez, J.*

University of Granada

**[PIII-14]** Phasic and tonic alertness: The effects on the exogenous orienting of attention*<sup>1</sup>Martella, D.; <sup>1</sup>Casagrande, M.; <sup>1</sup>Marotta, A.; <sup>2</sup>Fuentes, L. J.*<sup>1</sup>University of Roma; <sup>2</sup>University of Murcia

- [PIII-15]** Chinquisit: A program to preprocess the inquisit result in priming problems  
*Pérez-Cordón, L. G.; Castillo-Mayén, M. R.; Montes-Berges, B.*  
University of Jaén
- [PIII-16]** The us preexposure effect: Evidence from a conditioned flavour preference procedure  
<sup>1</sup>*Gil, M.*; <sup>2</sup>*Symonds, M.*; <sup>1</sup>*Hall, G.*; <sup>1</sup>*de Brugada, I.*  
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- [PIII-17]** A training study on false belief understanding through labeling objects  
*Serrat, E.; Serrano, F.; Amadó, J.; Rostan, A.; Carles Vallès-Majoral, E.*  
University of Girona
- [PIII-18]** ¿Ave o pájaro? The role of naming in inductive inference  
*Tarlowksi, A.*  
University of País Vasco
- [PIII-19]** The role played by time on the mental representation of traffic sign information while emulating driving  
*Roca, J.; Castro, C.; Bueno, M.; Moreno-Ríos, S.*  
University of Granada
- [PIII-20]** Emotional influence on driving behavior in risky situations  
*Megías-Robles, A.; Cándido-Ortiz, A.; Catena, A.; Maldonado, A.*  
University of Granada
- [PIII-21]** The influence of highlighting and word length on eye movements during reading  
<sup>1</sup>*Leyland, L. A.*; <sup>1</sup>*Kirkby, J. A.*; <sup>1</sup>*Liversedge, S. P.*; <sup>2</sup>*Juhasz, B. J.*; <sup>3</sup>*Pollatsek, A.*  
<sup>1</sup>University of Southampton; <sup>2</sup>Wesleyan University; <sup>3</sup>University of Massachusetts
- [PIII-22]** Semantic interference in object and face naming  
*Marful, A.; Paolieri, D.; Bajo, M. T.*  
University of Granada
- [PIII-23]** Left and right coding of past and future in language: The mental timeline during sentence processing  
*Ulrich, R.; Ruiz Fernández, S.; Maienborn, C.*  
Eberhard Karls University
- [PIII-24]** The cingulate cortex is driven by performance: Behavioural, functional and connectivity evidence in different populations  
<sup>1</sup>*Branzi, F. M.*; <sup>2</sup>*Della Rosa, P. A.*; <sup>3</sup>*Keim, R.*; <sup>1</sup>*Costa, A.*; <sup>2</sup>*Abutalebi, J.*  
<sup>1</sup>Pompeu Fabra University; <sup>2</sup>Vita-Salute San Raffaele University; <sup>3</sup>Sanitaetsbetrieb Brixen
- [PIII-25]** The role of variability in word recognition: Bilinguals vs. Monolinguals  
*Roessler, A.; Sebastian-Gallés, N.*  
Pompeu Fabra University
- [PIII-26]** Spanish word frequency based on spoken language: A new corpus  
<sup>1,2</sup>*Barbón, A.*; <sup>1</sup>*González-Nosti, M.*; <sup>1</sup>*Cuetos, F.*; <sup>3</sup>*Brybaert, M.*  
<sup>1</sup>University of Oviedo; <sup>2</sup>University of Granada; <sup>3</sup>University of Ghent
- [PIII-27]** A set of high quality colour images with Spanish norms for seven relevant psycholinguistic variables  
*Moreno-Martínez, F. J.; Montoro, P. R.; Laws, K. R.*  
National University of Distance Education (UNED)
- [PIII-28]** Emotional pre-eminence on discrimination between human vocalizations versus > non human sounds  
*Lorca Marín, J. A.; Alameda-Bailén, J. R.*  
University of Huelva
- [PIII-29]** Allophonic perception in developmental dyslexia, a review  
<sup>1</sup>*López-Zamora, M.*; <sup>1</sup>*Luque Vilaseca, J. L.*; <sup>2</sup>*Serniclaes, W.*  
<sup>1</sup>University of Málaga; <sup>2</sup>René Descartes University



- [PIII-30]** Psychometric properties of a screening reading tests for children and adults  
*Goikoetxea, E.; Ferrero, M.*  
 University of Deusto
- [PIII-31]** The effects of bilingualism on attentional functioning: An investigation of conflict resolution and conflict adaptation  
<sup>1</sup>*Marzecova, A.;* <sup>1</sup>*Asanowicz, D.;* <sup>2</sup>*Kriva L.;* <sup>1</sup>*Wodniecka, Z.*  
<sup>1</sup>Jagiellonian University of Kraków; <sup>2</sup>Charles University of Prague
- [PIII-32]** The time course of masked transposition priming for letters and pseudoletters  
<sup>1</sup>*Muñoz, S.;* <sup>2</sup>*Perea, M.;* <sup>3</sup>*García-Orza, J.;* <sup>1</sup>*Barber, H. A.*  
<sup>1</sup>University of La Laguna; <sup>2</sup>University of Valencia; <sup>3</sup>University of Málaga
- [PIII-33]** Canonical word order and sentence comprehension: Cognitive and neurophysiological basis of processing demands  
<sup>12</sup>*Del Río, D. ;* <sup>3</sup>*López-Higes, R.;* <sup>13</sup>*Maestú, F.;* <sup>3</sup>*Martín-Aragoneses, M. T.;* <sup>13</sup>*Moratti, S.;* <sup>1</sup>*Gutiérrez, R.;* <sup>1</sup>*Maestú, C.;* <sup>1</sup>*Del Pozo, F.*  
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- [PIII-34]** Grapheme complexity effects during handwritten production of spanish words  
*Afonso, O.;* *Álvarez, C. J.*  
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- [PIII-35]** Inhibitory processes reduce interlingual intrusions in bilingualism  
*Román, P. E.;* *Bajo, M. T.*  
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- [PIII-36]** The time course of motor resonance in the comprehension of action sentences  
*Castillo, M. D.;* *De Vega, M. ;* *Moreno, V.*  
 University of La Laguna
- [PIII-37]** Functional neuroanatomy of rule learning in language: Role of prosodic cues  
<sup>23</sup>*Lopez-Barroso, D.;* <sup>123</sup>*Rodriguez-Fornells, A.;* <sup>6</sup>*Càmara, E.;* <sup>123, 4, 5</sup>*de Diego-Balaguer, R.*  
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- [PIII-38]** Cognitive control and automatization in monolinguals, bilinguals and professional translators  
*Togato, G.;* *Macizo, P.;* *Bajo, M. T.*  
 University of Granada
- [PIII-39]** Could inhibitory control mechanisms resolve the grammatical gender effect in bilinguals?  
*Morales, L.;* *Paolieri, D.;* *Bajo, M. T.*  
 University of Granada
- [PIII-40]** Translation ambiguity across-languages: The effect of number of translations, translation probability, concreteness, and cognate status in the performance of proficient bilinguals  
*Boada, R.;* *Sánchez-Casas, R.;* *Ferré, P.*  
 Universitat Rovira i Virgili
- [PIII-41]** Effects of degree of semantic similarity and stimulus duration in translation performance of highly competent Catalan-Spanish and Spanish-Catalan bilinguals  
*Moldovan, C.;* *Ferré, P.;* *Sánchez-Casas, R.;* *Demestre, J.*  
 Universitat Rovira I Virgili
- [PIII-42]** Differences between experts and novices in estimations of cue predictive power in crime  
<sup>12</sup>*Garcia-Retamero, R.;* <sup>3</sup>*Dhami, M. K.*  
<sup>1</sup>University of Granada; <sup>2</sup>Max Planck Institute for Human Development<sup>3</sup>University of Cambridge
- [PIII-43]** Insight and categorization theory: The effects of prototypical versus diagonal orientations on insight difficulty  
*Chu, Y.;* *Pap, H. A.;* *MacGregor, J.*  
 State University of New York

**[PIII-44]** Checking what is not the case: Understanding exclusive disjunctions

*Beltrán, D.; Santamaría, C.*

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**[PIII-45]** Eeg-correlates of perceptual sequence learning

*Deroost, N.; Baetens, K.; Zeischka, P.; Coomans, D.*

Vrije University of Brussel

**[PIII-46]** Representation strength and salience of the unique features of similar stimuli in human perceptual learning

*Lavis, Y.; Hall, G.*

University of York

**[PIII-47]** Is reading lips like hearing voices? The role of modality in short-term memory (stm) performance

*Maidment, D. W.*

Cardiff University

**[PIII-48]** Effects of the cognitive interview on the recall and recognition of high and low typicality information

*Miqueleiz-Ballesteros, J.; Migueles, M.*

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**[PIII-49]** The effects of memory load in visual search are modulated by the similarity between the materials involved

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**[PIII-50]** Anxiety and false recognition: Modality effect and type of encoding on the monitoring processes

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**[PIII-51]** Attitude congruence: A moderating factor in motivated forgetting

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**[PIII-52]** Interference, inhibition and memory-based decisions in young and older adults

*Lechuga, M. T.; Iglesias-Parro, S.; Gómez-Ariza, C. J.; Pelegrina, S.*

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**[PIII-53]** Word association spaces for predicting false recognition and theme identifiability

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**[PIII-54]** Directed updating and the sign of the recency effect

*Ruiz, M.; Elosúa, M. R.*

National University of Distance Education

**[PIII-55]** The effect of decoding task demands on comprehension and working memory

*Haenen J.; Riddell, P.; Williams, T.*

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**[PIII-56]** Remembering and forgetting concrete and abstract words: A new window into semantic representation

*Avilés, A.; Carreiras, M. .; Muent, T.*

Basque Center on Cognition, Brain and Language

**[PIII-57]** The origin of the distance effect in numerical updating tasks

*Pelegrina, S.; Lendínez, C.; Lechuga, M. T.*

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**[PIII-58]** Selective preservation of addition: A case study

*<sup>1</sup>Colomé, A.; <sup>2</sup>Caño, A.; <sup>2</sup>Juncadella, M.*

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- [PIII-59]** Size congruity effects on multiplication verification: Testing the role of magnitude representation  
*Estudillo, A.; García-Orza, J.*  
 University of Málaga
- [PIII-60]** The mental time line is central and amodal  
*Raya, L.; Ouellet, M.; Santiago, J.*  
 University of Granada
- [PIII-61]** The contribution of unimodal cues to multisensory integration: Evidence of non-additive spatial bias in visual and auditory temporal order judgements  
<sup>1</sup>*Doug, J. K.;* <sup>2</sup>*Krumbholz, K.;* <sup>3</sup>*Susi, K.;* <sup>4</sup>*Bainesm, D.*  
<sup>1</sup>University of Leicester; <sup>2</sup>MRC Institute of Hearing Research, <sup>3</sup>University Park; <sup>4</sup>Nottingham Trent University
- [PIII-62]** Dissociating attentional effects on the n170 event-related potential for faces, houses, and hands  
<sup>1</sup>*Mohamed, T. N.;* <sup>2</sup>*Neumann, M. F.;* <sup>2</sup>*Schweinberger, S. R.*  
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- [PIII-63]** The effect of perceived narrowness onto depth perception  
*Indino, M.*  
 University of Zurich
- [PIII-64]** Perceptual grouping modulates spatial flanker effects  
*Zeischka, P.; Deroost, N.; Coomans, D.; Soetens, E.*  
 Vrije University Brussels
- [PIII-65]** Why do we look on the tangent point when steering a bend?  
*Kountouriotis, G K. ; Merat, N.; Wilkie, R. .*  
 University of Leeds
- [PIII-66]** Do visual feedback and target position reliability help improve temporal precision in a reaching task?  
<sup>1</sup>*de la Malla, C.;* <sup>1,2</sup>*López-Moliner, J.*  
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- [PIII-67]** The effect of race and emotional facial expression in a trust game  
*Tortosa, M.; Ruz, M.; Lupiáñez, J.*  
 University of Granada
- [PIII-68]** Mechanisms of adaptation to asynchrony between multisensory signals  
*Navarra, J.; Velasco, I.; Spence, C.*  
<sup>1</sup>Sant Joan de Déu Foundation; <sup>2</sup>University of Madrid; <sup>3</sup>University of Oxford
- [PIII-69]** Influence of cognitive, metacognitive, motivational and emotional self-regulation on academic achievement – comparative and developmental aspects  
*Bakracevic Vukman, K.*  
 University of Maribor
- [PIII-70]** Effects of power in control attributions  
*Martínez, R.; Rodríguez-Bailon, R.; Moya, M.*  
 University of Granada
- [PIII-71]** Social perception of marital rights and duties in sexual relationships  
*Durán, M. M.; Moya, M.; Megías, J. L.*  
 University of Granada
- [PIII-72]** The face specific proportion congruent effect: Social stimuli as contextual cues  
*Jiménez-Moya, G.; Lupiáñez, J. .; Rodríguez-Bailón, R.*  
 University of Granada
- [PIII-73]** Tactile conceptual metaphors: Another source of embodiment for abstract domains  
<sup>1</sup>*Márquez, J.;* <sup>2</sup>*Valenzuela, J.;* <sup>1</sup>*Santiago, J.*  
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**[PIII-74]** Faces as emotional signals: Psychophysiological measures in an association task  
*Aguado, L.; Valdés-Conroy, B.; Román-González, F. J.; Rodríguez-Fernández, S.; Diéguez-Risco, T.; Fernández-Cahill, M.*

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**[PIII-75]** Mixed faces for mixed emotions: What do we see in mixed expressions of emotions?

*Fernández-Cahill, M.; Aguado, L.*

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**[PIII-76]** Recognition, phenomenological judgments, and electrophysiological measures for emotional images

*Pérez-Mata, N.; Albert, J.; López-Martín, S.; Carretié, L.*

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**[PIII-77]** Phobic Picture system (pps): An useful tool for the experimental study of phobic processes

<sup>2</sup>*Roselló, F.;* <sup>2</sup>*Sánchez-Nácher, N.;* <sup>1</sup>*Viedma-del-Jesus, M. I.;* <sup>2</sup>*Muñoz, M. A.;* <sup>1</sup>*Sánchez-Barrera, M. B.;* <sup>1</sup>*Fernández-Santaella, M. C.;* <sup>2</sup>*Montoya, P.;* <sup>1</sup>*Vila, J.*

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**[PIII-78]** Attentional capture and multisensory integration

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