2015 Conference Program
Portland, OR
June 4-6, 2015

Wednesday, June 3, 2015

8:00am – 5:00pm  Executive Committee Meeting (Skyline IV – 23rd Floor)

2:30pm – 6:30pm  Pre-Conference Workshop: A didactic introduction to latent variable modeling
    Room: Forum (3rd Floor)
    Organizers: Brian F. French, Washington State University; Holmes Finch, Ball State University

2:30pm – 5:00pm  Pre-Conference Workshop: How’d they do that? Entering the funding game at mid- or late-career
    Room: Council (3rd Floor)
    Organizer: Alan L. Smith, Michigan State University

Thursday, June 4, 2015

8:15am – 9:45am  Concurrent Sessions

Special Symposium – Things we have learned in group dynamics (so far): A tribute to Dr. Bert Carron
    Room: Pavilion East
    Organizer: Mark A. Eys, Wilfrid Laurier University
    Discussant: Deborah Feltz, Michigan State University
    Moderator: Mark A. Eys, Wilfrid Laurier University

Symposium Overview
    Mark A. Eys, Wilfrid Laurier University

“Simple is better”... The game location framework of home advantage in sports
    Steven R. Bray, McMaster University

“What to expect when you’re expecting”...athletes to fulfill their role responsibilities
    Mark A. Eys, Wilfrid Laurier University

Through the cohesion looking glass and what Bert saw
    Kevin S. Spink, University of Saskatchewan

The group as a medium for influencing physical activity intervention
    Lawrence R. Brawley, University of Saskatchewan

Motor Control and Learning Verbal Presentations – Attention and Anticipation
    Room: Pavilion West
    Moderator: Atilla Kovacs, UW-La Crosse

8:15  Cognitive processes underlying anticipation in a context-oriented task
    Colm P. Murphy, Brunel University London; Robin C. Jackson, Brunel University London; André Roca, St Marys University; A. Mark Williams, Brunel University London

8:30  Influence of internal versus external focus of attention on catching in children
    Reza Abdollahipour, Palacky University; Rudolf Psotta, Palacky University; Gabriele Wulf, University of Nevada, Las Vegas; Adrian Agricola, Palacky University; Ludvik Valtr, Palacky University
8:45  The influence of an anterior load on attention demand and obstacle clearance before, during, and after an obstacle crossing
    Deanna Saunders, Natalie Richer, Deb Jehu, Nicole Paquet, & Yves Lajoie, University of Ottawa

9:00  Effect of dual task on choice reaction step initiation
    Ruopeng Sun, Caleb S. Hartley, & John B. Shea, Indiana University

9:15  Differences in mu rhythm between successful and unsuccessful golf putting performance in skilled golfers
    Kuo Pin Wang, National Taiwan Normal University; Tai Ting Chen, National Taiwan Normal University; Yi Ting Chang, National Taiwan Normal University; Ming Yang Cheng, National Taiwan Normal University; Chung Ju Huang, University of Taiwan; Tsung Min Hung, National Taiwan Normal University

9:30  Through the eyes of the elite level athlete: Visual search of world-class tennis players when anticipating returning 100mph plus serves
    Melissa Hunfalvay, RightEye, LLC; Nicholas Murray, East Carolina University

Developmental Perspectives Symposium – Moving on with assessment methods of motor and perceived competence in children

Room: Broadway I

Organizer: An De Meester, Ghent University

Discussant: Nancy Getchell, University of Delaware

Moderator: David Anderson, San Francisco State University

Symposium Overview

An De Meester, Ghent University; Leah E. Robinson, University of Michigan; Lisa M. Barnett, Deakin University; Sam W. Logan, Oregon State University; Daniëlle R. Nesbitt, University of South Carolina

Validity of the Pictorial Scale of Perceived Movement Skill Competence

Lisa M. Barnett, Deakin University; Spyridoula Vazou, Iowa State University; Leah E. Robinson, University of Michigan; Nicola D. Ridgers, Deakin University; Jo Salmon, Deakin University

Comparison of performances on process- and product-oriented motor assessments

Samuel W. Logan, Oregon State University; Leah E. Robinson, University of Michigan; Lisa M. Barnett, Deakin University; Jacqueline D. Goodway, Ohio State University; David F. Stodden, University of South Carolina

Development and reliability testing of a video-based instrument designed to assess perceived motor skill competence in children

Leah E. Robinson, University of Michigan; Kara K. Palmer, University of Michigan; William M. Carter, Auburn University; Abigail L. Dennis, Auburn University; Jeffery K. Ward, Auburn University; Shelby L. Davis, Auburn University

Actual and perceived motor competence assessment in relation to children’s motivation towards sports and community sports participation

An De Meester, Ghent University; Johan Pion, Ghent University; David F. Stodden, University of South Carolina; Greet Cardon, Ghent University; Matthieu Lenoir, Ghent University; Leen Haerens, Ghent University

Feasibility of supine-to-stand time as a measure of lifespan motor competence

Daniëlle R. Nesbitt, University of South Carolina; David S. Phillips, Southern Utah University; David F. Stodden, University of South Carolina

Motor Control and Learning Verbal Presentations – Coordination Dynamics

Room: Broadway III

Moderator: Howard Zelaznik, Purdue University

8:15  Asymmetrical balance control during a simple kicking movement
    Adam King, Truman State University; Trudi Gatteys, Truman State University; Zheng Wang, University of Texas Southwestern Medical Center
8:30  Haptic information is more reliable than visual information in learning a novel pattern of bimanual coordination  
Shaochen Huang, University of Wyoming; Jiancheng Zhang, Shanghai University of Sport; Jie Ren, Shanghai University of Sport; Geoffrey Bingham, Indiana University; Qin Zhu, University of Wyoming

8:45  Assessing bimanual coordination with the Microsoft Kinect  
Joshua J. Liddy, Jeffrey M. Haddad, Jessica E. Huber, Laura J. Claxton, Shirley Rietdyk, & Howard Zelaznik, Purdue University

9:00  Bimanual coordination dynamics under social pressure  
John J. Buchanan, Texas A & M University; Incheon Park, Texas A&M University; Jing Chen, Texas A&M University; Ranjana Mehta, Texas A&M Health Science Center; David L. Wright, Texas A&M University

9:15  Multi-muscle activation patterns for fine and gross pointing movements differ across visual conditions  
Sara A. Winges & Jan M. Hondzinski, Louisiana State University

9:30  Multi-frequency bimanual force production: 1:2 vs 2:1  
Deanna M. Kennedy, Joohyun Rhee, & Charles H. Shea, Texas A&M University

9:45am – 10:00am  Refreshment Break

10:00am – 11:30am  Concurrent Sessions

Sport and Exercise Psychology Verbal Presentations – Group Dynamics

Room: Pavilion East
Moderator: Philip Sullivan, Brock University

10:00  Psychological climate and cohesion in sport: A multilevel perspective  
Colin D. McLaren & Kevin S. Spink, University of Saskatchewan

10:15  Everything is cool when you’re part of a team? Interdependence influences cognitions, emotions, but not performance under pressure  
Svenja A. Wolf, University of British Columbia; Katharina Geukes, University of Münster; Felix Heldmann, German Sport University Cologne; Oliver Schultz, German Sport University Cologne

10:30  Effect of group constructs on athlete sport commitment  
Colin D. McLaren, Kayla B. Fesser, Jocelyn D. Ulvick, Alyson J. Crozier, & Kevin S. Spink, University of Saskatchewan

10:45  Examining social identity and intrateam moral behaviors in competitive youth ice hockey using stimulated recall  
Mark W. Bruner, Nipissing University; Ian D. Boardley, University of Birmingham; Sara Buckham, Queens University; Zachary Root, Nipissing University; Chris Forrest, Nipissing University; Jean Côté, Queen’s University

11:00  Disentangling how perceptions of role performance are related to role acceptance and group cohesion  
Alex J. Benson, Wilfrid Laurier University; Mark W. Surya, Wilfrid Laurier University; Mark A. Eys, Wilfrid Laurier University; Steven R. Bray, McMaster University

11:15  Stable or dynamic: Exploring the dynamics of groupness during an activity class  
Kathleen S. Wilson, Kathryn McLeland, & Sarah Hamamoto, California State University, Fullerton

11:30  Psychosocial predictors of adolescent girls’ physical activity and dietary behaviors after completing the Go Girls! group-based mentoring program  
A. Justine Dowd*, University of British Columbia; Michelle Y. Chen, University of British Columbia; Toni Schmader, University of British Columbia; Mary E. Jung, University of British Columbia at Okanagan; Bruno D. Zumbo, University of British Columbia; Mark R. Beauchamp, University of British Columbia

*SCAPPS Franklin Henry Young Scientist Award Winner
**Motor Control and Learning Verbal Presentations – Special Populations**

*Room:* Pavilion West  
*Moderator:* David Mann, Vrije University

10:00  **Dopaminergic interactions between anxiety and processing of the environment in PD**  
Kaylena A. Ehgoetz Martens*, University of Waterloo; Colin G. Ellard, University of Waterloo; Quincy J. Almeida, Wilfrid Laurier University  
*Outstanding Student Paper Award Recipient*

10:15  **Use of three-dimensional motion analysis to investigate motor learning from action observation training with immediate physical practice in chronic stroke**  
Kita Sugg, Murdoch University; Alasdair Dempsey, Murdoch University; Sean Muller, Murdoch University; Carolee Winston, University of Southern California

10:30  **Improving hand dexterity in stroke by breaking maladaptive finger coordination patterns**  
Rajiv Ranganathan, Michigan State University

10:45  **Perception-action in children diagnosed with Autism Spectrum Disorder**  
Attila Kovacs, Michael Schiller, Garth Tmeson, Teri J Hepler, Rachel Medenwaldt, Lauren Bradley, & Trevor Dominy, University of Wisconsin - La Crosse

11:00  **The influence of cognitive load and sensory cues on visual attention in freezers**  
Eric N. Beck, Wilfrid Laurier University; Kaylena A. Ehgoetz Martens, University of Waterloo; Quincy J. Almeida, Wilfrid Laurier University

11:15  **Hysteresis and motor planning in children with Autism Spectrum Disorder**  
Daisha L. Cummins, Kodey Myers, & Breanna E. Studenka, Utah State University

**Developmental Perspectives Verbal Presentations – Rudimentary Movement During Infancy**

*Room:* Broadway I  
*Moderator:* Daniela Corbetta, University of Tennessee

10:00  **Evidence of object prioritization in infancy**  
Amanda J. Arnold, Alex Collignon, Priscilla Gaona, Rhiannon Sheets, Stephanie Smith, & Laura J. Claxton, Purdue University

10:15  **The impact of holding a toy on arm guard positions in newly standing infants**  
Amanda J. Arnold, Alex Collignon, Priscilla Gaona, Rhiannon Sheets, Stephanie Smith, & Laura J. Claxton, Purdue University

10:30  **Physical activity from infancy through toddlerhood**  
Janet L. Hauck, Michigan State University; Dale A. Ulrich, University of Michigan

10:45  **Three month old infants do not show preference for social images**  
Jordan Grubaugh, Pradeep Ambati, Nick Lempke, Ben Senderling, & Anastasia Kyvelidou, University of Nebraska at Omaha

11:00  **Where do infants look the most when preparing to reach: To the hand holding the target object or to the object target itself?**  
Rebecca F. Wiener, Sabrina L. Thurman, & Daniela Corbetta, University of Tennessee

11:15  **Assessing newborn crawling in response to terrestrial optic flow**  
Vincent Forma, Paris Descartes University; David I. Anderson, San Francisco State University; Marianne Barbu-Roth, Paris Descartes University
Sport and Exercise Psychology Verbal Presentations – Physical Activity and Cognition
Room: Broadway III
Moderator: Yu-Kai Chang, National Taiwan Sport University

10:00 The moderating effect of apolipoprotein (ApoE) genotype on cognitive performance in response to chronic physical activity: The Physical Activity and Alzheimer’s Disease (PAAD) Study
Jennifer L. Etñier, Jeffrey D. Labban, William N. Dudley, William B. Karper, Vincent C. Henrich, ChiaHao Shih, Aaron T. Piepmeier, & SeYun Park, University of North Carolina at Greensboro

10:15 The impact of physical activity and social engagement on cognition in Alzheimer’s disease
Jennifer J. Heisz, McMaster University; Ilana B. Clark, McMaster University; Susan Vandermorris, Baycrest

10:30 Comparison of the Stroop color-word interference effects on elderly open-skill and closed-skill exercise participants: An ERP analysis
Lan-ya Chuang, National Taiwan Normal University; Chung-Ju Huang, University of Taipei; Tsung-Min Hung, National Taiwan Normal University

10:45 Dose-response and time-course effects of acute resistance exercise on core executive functions
Christopher J. Brush, Ryan L. Olson, Steven Osovsky, & Brandon L. Alderman, Rutgers University

11:00 Coordinative and aerobic exercise make children clever!
Flora Koutsandréou, Medical School Hamburg; Mirko Wegner, University of Bern; Henning Budde, Medical School Hamburg

11:15 The effect of acute bout exercise on executive function in children with Attention Deficit Hyperactivity Disorder
Suyen Liu & Yuan-Hung Lee, National Chung Cheng University

11:30am – 12:45pm Student-Faculty Event and Meetings

Student-Faculty Event (Galleria II – Ballroom Level)

Past-Presidents’ Lunch (Skyline III – 3rd Floor)

Area Program Chairs’ Meeting (Studio – 3rd Floor)

12:45pm – 2:00pm Conference Welcome and Human Kinetics Lecture (Pavilion East & West)

Conference Welcome and Introduction of Human Kinetics Lecturer
Alan L. Smith, Michigan State University, NASPSPA Past-President

Human Kinetics Lecture – Sport smarts and empty minds: Enactivism and highly skilled performance
Jesús Ilundain-Aguirruza, Linfield College

2:15pm – 3:45pm Early Career Distinguished Scholar Lectures (Pavilion East & West)

Moderator: Alan L. Smith, Michigan State University

Acute exercise makes you smarter: What, how, and why?
Yu-Kai Chang, National Taiwan Sport University

Reflecting upon the past...while shaping the future: Early movement experiences that support positive developmental trajectories
Leah E. Robinson, University of Michigan
4:00pm – 5:30pm  **Poster Session #1** (Foyer outside meeting rooms; Cash Bar)

*Moderators:* Brandon L. Alderman, Rutgers University  
Janet Hauck, Michigan State University  
Jan Hondzinski, Louisiana State University

See back pages of this conference program for a list of the posters. Please set up posters by Noon. If you have an odd numbered poster, please stand at your poster from 4:00-4:45pm. If you have an even numbered poster, please stand at your poster from 4:45-5:30pm.

5:45pm – 6:15pm  **Presentation of Distinguished Scholar Awards** (Pavilion East & West)

6:15pm – 7:30pm  **Wine and Cheese Happy Hour** (23rd Floor)

Please join us for wine and light hors d’oeuvres and offer congratulations to our distinguished scholars. Dinner is on your own after this event.

**Friday, June 5, 2015**

6:30am – 8:15am  **JSEP Editorial Board Breakfast Meeting** (Directors – 3rd Floor)

8:15am – 9:45am  **Concurrent Sessions**

**Sport and Exercise Psychology Verbal Presentations – Interpersonal Behaviors and Relationships in Sport**  
*Room:* Pavilion East  
*Moderator:* Kathleen S. Wilson, California State University

8:15  **Understanding coaches’ reported interpersonal behaviors**  
Meredith Rocchi, & Luc Pelletier, University of Ottawa

8:30  **The Situation in Sport Questionnaire: A new measure to tap into coaches’ motivating style from the perspective of self-determination theory**  
Jochen Delrue, University of Ghent; Maarten Vansteenkiste, University of Ghent; Gert Vande Broek, University of Leuven; Leen Haerens, University of Ghent; Nathalie Aelterman, University of Ghent; Katrien Fransen, University of Leuven; Steven Decroos, University of Leuven; Bart Reynders, University of Leuven

8:45  **The effects of valence and style of feedback provision on need satisfaction, self-talk, and persistence among tennis players: An experimental study**  
Gert-jan De Muynck, Maarten Vansteenkiste, Jochen Delrue, Nathalie Aelterman, Bart Soenens, & Leen Haerens, Ghent University

9:00  **Sibling comparisons and perceived sport competence in young athletes**  
Jordan A. Blazo, Alan L. Smith, & Deborah A. Kashy, Michigan State University

9:15  **Associations among markers of the parent-child relationship and parent experiences of burnout and engagement in organized youth sport**  
J. D. DeFreese, University of North Carolina at Chapel Hill; Travis E. Dorsch, Utah State University; Travis Flitton, Utah State University

9:30  **The impact of evidence-based parent education in organized youth sport: A pilot study**  
Michael Q. King, Travis E. Dorsch, Charles R. Dunn, Keith V. Osai, & Sarah Tulane, Utah State University
Motor Control and Learning Verbal Presentations – Perception and Action
Room: Pavilion West
Moderator: William Berg, Miami University

8:15  Motor contagion in single-limb stance by means of biological and non-biological point light displays
      Eric Eils, Sascha Richter, Hendrik Kuhlmann, Marc de Lussanet, & Karen Zentgraf, University of Münster

8:30  Passing accuracy during a peripheral response and recognition task
      Derek Panchuk & Michael Maloney, Australian Institute of Sport

8:45  Examining sensory recalibration during blind-walking using a continuous pointing task
      James J. Burkitt, McMaster University; Jessica K. Skultety, McMaster University; Brian A. Richardson, McMaster University; Jennifer L. Campos, Toronto Rehabilitation Institute, University Health Network and University of Toronto; James L. Lyons, McMaster University

9:00  Motor-evoked potentials in the lower back, using TMS, correlate with visually perceived lifted weight
      Frank Behrendt, University of Münster, Germany; Marc de Lussanet, University of Münster; Volker Zschorlich, University of Rostock

9:15  Detecting single-target changes in multiple object tracking: The case of peripheral vision
      Christian Vater, Ralf Kredel, & Ernst-Joachim Hossner, University of Bern

9:30  Sport-specific perceptual-skill acquisition can be enhanced by degrading peripheral visual information
      Donghyun Ryu, The University of Hong Kong; David L. Mann, VU Amsterdam; Bruce Abernethy, The University of Queensland; Jamie M. Poolton, Leeds Beckett University

Developmental Perspectives Verbal Presentations – Mobility and Motor Behaviors Across the Lifespan
Room: Broadway I
Moderator: Nancy Getchell, University of Delaware

8:15  Anxiety-related changes in the conscious control of gait: implications for fall-risk and rehabilitation in older adults
      William R. Young & A. Mark Williams, Brunel University London

8:30  End-state comfort across the lifespan: A cross-sectional investigation of how the mode of action execution influences motor planning in an overturned glass task
      Sara M. Scharoun*, University of Waterloo; David A. Gonzalez, University of Waterloo; Eric A. Roy, University of Waterloo; Pamela J. Bryden, Wilfrid Laurier University
*Outstanding Student Paper Award Recipient

8:45  Does Nordic walking training improve gait performance and postural stability in older adults?
      Chris M. Dalton & Julie Nantel, University of Ottawa

9:00  Developmental trajectories in actual and perceived motor competence, physical activity, and health-related fitness as predictors of weight status
      Jacqueline D. Goodway, The Ohio State University; David F. Stodden, University of South Carolina; Ali S. Brian, Louisiana Tech University; Seung Ho Chang, Sam Houston State University; Rick Ferkel, Campbellsville University; Larissa True, SUNY Cortland; Ruri Famelia, The Ohio State University; Emi Tsuda, The Ohio State University

9:15  Distance travelled and proximity patterns in mother-infant dyads during the transition from independent infant standing to walking onset
      Sabrina L. Thurman & Daniela Corbetta, University of Tennessee

9:30  Robot-aided visuo-motor training improves proprioceptive and motor function in healthy adults
      Naveen Elangovan & Joshua E. Aman, University of Minnesota
**Sport and Exercise Psychology Symposium** – Promoting children’s physical and mental health through the lens of developmental circus arts

**Room:** Broadway III  
**Organizer:** Spyridoula Vazou, Iowa State University  
**Discussant:** Jacqueline L. Davis, University of British Columbia  
**Moderator:** Cheryl P. Stuntz, St. Lawrence University

**Symposium overview**
Spyridoula Vazou, Iowa State University

**A theoretical framework for developmental circus arts**
Jacqueline L. Davis, University of British Columbia

**Bridging the gap between relatedness and physical activity through youth circus participation**
Spyridoula Vazou, Iowa State University; Jacqueline L. Davis, University of British Columbia; Jennifer Agans, Tufts University; Tal Jarus, University of British Columbia

**Youth circus training at Fern St. Circus: Making the ordinary extraordinary and letting the extraordinary be ordinary**
Doyle Ott, Sonoma State University

**Case histories in youth circus education**
Jo Montgomery, School of Acrobatics and New Circus Arts

**Circus as a physical literacy approach in PE in grades 4 and 5**
Dean Kriellaars, Tia Kiez, & Patrice Aubertin, University of Manitoba

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45am</td>
<td>Refreshment Break</td>
</tr>
<tr>
<td>10:00am</td>
<td>Concurrent Sessions</td>
</tr>
</tbody>
</table>

**Sport and Exercise Psychology Verbal Presentations – Partners in Physical Activity**

**Room:** Pavilion East  
**Moderator:** Mark W. Bruner, Nipissing University

10:00  **Exercise “dating”: Instigating preferred social support for exercise through a match-making website for women cancer survivors**
Catherine Sabiston, University of Toronto; Steve Amireault, University of Toronto; Katherine Tamminen, University of Toronto; Angela Fong, University of Toronto; Jennifer Jones, Princess Margaret Cancer Center

10:15  **Influence of health coaching on autonomy and wellness outcomes**
Miranda P. Kaye, Gary A. Sforzo, Frank Micale, & Sarah Simunovich, Ithaca College

10:30  **Examining the Koehler motivation effect with software-generated partners in repeated sessions of aerobic exercise**
Emery J. Max, Michigan State University; Stephen Samendinger, Michigan State University; Benjamin D. Spencer, Michigan State University; Brian Winn, Michigan State University; Gregory Kozma, Michigan State University; William Jeffery, Michigan State University; Norbert L. Kerr, Michigan State University; Karin A. Pfeiffer, Michigan State University; Samuel T. Forlenza, Shippensburg University; Deborah L. Feltz, Michigan State University

10:45  **Can intergroup competition with a virtual partner boost the Koehler effect?**
Tayo M. Moss, Deborah L. Feltz, & Norbert L. Kerr, Michigan State University

11:00  **Intra-team competition amongst ice hockey referees**
David J. Hancock, Indiana University Kokomo; Luc J. Martin, University of Lethbridge; Kyle F. Paradis, Western University
Motor Control and Learning Verbal Presentations – Movement Accuracy, Timing, and Variability  
Room: Pavilion West  
Moderator: John Buchanan, Texas A&M University  

10:00 Different damping responses explain different vertical endpoint errors between visual conditions  
Jan M. Hondzinski, Sara A. Winges, Allyson E. French, & Chelsea M. Soebbings, Louisiana State University  

10:15 Motor output variability (Schmidt et al., 1979) revisited  
Charles H. Shea, Deanna M. Kennedy, & Chaoyi Wang, Texas A&M University  

10:30 Generality and specificity in individual differences in Fitts' law  
Howard N. Zelaznik & Laura Beckman, Purdue University  

10:45 Do young and old adults exhibit different temporal control of gross and fine motor tasks? Evidence for dissociable timing mechanisms  
Sushma Alphonsa, Daisha L. Cummins, Kodey Myers, Zach T. Skabelund, & Breanna E. Studenka, Utah State University  

11:00 An effector-specific secondary motor task modulates action prediction after physical but not visual practice  
Desmond E. Mulligan, University of British Columbia; Keith R. Lohse, Auburn University; Nicola J. Hodges, University of British Columbia  

Developmental Perspectives Symposium – Psychometric data for the Test of Gross Motor Development – 3rd edition from a transnational cohort  
Room: Broadway I  
Organizer: E. Kipling Webster, University of Michigan  
Discussant: Jacqueline D. Goodway, The Ohio State University  
Moderator: Ting Liu, Texas State University  

Test of Gross Motor Development – 3rd edition  
Dale A. Ulrich, University of Michigan  

Revisions for the Third Edition of the Test of Gross Motor Development  
Dale A. Ulrich & E. Kipling Webster, University of Michigan  

Test of Gross Motor Development – 3rd edition: Psychometric properties for a Brazilian cohort  
Nadia C. Valentini, Federal University of Rio Grande do Sul; E. Kipling Webster, University of Michigan; Dale A. Ulrich, University of Michigan  

Psychometric properties for a United States cohort for the Test of Gross Motor Development – 3rd edition  
E. Kipling Webster, E. Andrew Pitchford, & Dale A. Ulrich, University of Michigan  

Reliability and validity of the Test of Gross Motor Development 3 (German version) – Results  
Matthias O. Wagner, University of Konstanz; E. Kipling Webster, University of Michigan; Dale A. Ulrich, University of Michigan  

Motor Control and Learning Verbal Presentations – Practice Conditions  
Room: Broadway III  
Moderator: Rajiv Ranganathan, Michigan State University  

10:00 Role of visuospatial processes in learning from demonstration: Implications for human-robot dynamics  
Rodolphe J. Gentili, Hyuk Oh, Di-Wei Huang, Garrett E. Katz, & James A. Reggia, University of Maryland  

10:15 On- and off-line learning improve children’s motor performance  
Jin H. Yan, Shenzhen University; John Chan, Beijing Normal University  

10:30 The number of instructional statements contributes to explicit learning decrements in a golf putting task  
Kevin Fisher, Central Michigan University; Jeff Fairbrother, University of Tennessee
10:45  **Part-whole practice of continuous multifrequency bimanual movements**  
       Stefan Panzer, Saarland University; Falko Döhring, Saarland University; Charles H. Shea, Texas A&M University

11:00  **The role of cognitive effort and error processing in the contextual interference effect during perceptually-cognitive skills training**  
       David P. Broadbent, Liverpool John Moores University; A. Mark Williams, Brunel University London; Joe Causer, Liverpool John Moores University; Paul R. Ford, Liverpool John Moores University

11:30am – 12:30pm  **Motor Control and Learning Keynote Lecture** (Pavilion East & West)
       *Behavioral dynamics of locomotion: From stepping to swarming*
       William H. Warren, Brown University

**Moderator:** William P. Berg, Miami University

1:00pm – 3:00pm  **Business Meeting and Award Lunch** (Pavilion East & West; bring ticket for boxed lunch)

3:15pm – 5:00pm  **Senior Lecturer Presentations** (Pavilion East & West)

**Moderator:** Maureen R. Weiss, University of Minnesota

**The quiet eye: Origins and future directions**
       Joan Vickers, University of Calgary

**Stress and adaptation in sport and exercise: Does coping matter?**
       Peter R.E. Crocker, University of British Columbia

**I want it all and I want it now! How the first generation of pediatric mobility technology could change rehab across the lifespan**
       James C. (Cole) Galloway, University of Delaware

5:15pm – 6:45pm  **Poster Session #2** (Foyer outside meeting rooms; Cash Bar)

**Moderators:** Samuel W. Logan, Oregon State University  
                 Nicola J. Hodges, University of British Columbia  
                 Eva Monsma, University of South Carolina

See back pages of this conference program for a list of the posters. Please set up posters by Noon. If you have an odd numbered poster, please stand at your poster from 5:15-6:00pm. If you have an even numbered poster, please stand at your poster from 6:00-6:45pm.

7:00pm  **Student Meeting followed by Student Social** (Broadway I)

7:00  Student Meeting

8:00  Scavenger Hunt/Walk to Social Site

8:30  Student Social (McMenamins Ringlers Pub, 1332 W. Burnside, Portland, OR 97209)
**Saturday, June 6, 2015**

7:00am – 8:15am  **JMLD Editorial Board Breakfast Meeting** (Executive Suite – 3rd Floor)

8:30am – 9:45am  **Concurrent Sessions**

**Sport and Exercise Psychology Symposium – Attentional focus in endurance performance**

*Room:* Pavilion East  
*Organizer:* Linda Schücker, University of Münster  
*Discussant:* Keith R. Lohse, Auburn University  
*Moderator:* Bernd Strauss, University of Münster

**Symposium overview**  
Linda Schücker, University of Münster

**Metacognitive processes in the self-regulation of performance in elite endurance runners**  
Noel Brick, Tadhg MacIntyre, & Mark Campbell, University of Limerick

**The effects of mindfulness on endurance**  
Maurice M. Godwin, Auburn University; Jeremy C. Rietschel, Veteran’s Health Administration; Ford B. Dyke, Auburn University; Carly H. Rietschel, University of Maryland; Amishi P. Jha, University of Miami; Matthew W. Miller, Auburn University

**Competitor presence and exercise intensity mediate attentional processes during endurance exercise**  
Emily Williams, Hollie Jones, David Marchant, Andy Sparks, Craig Bridge, Adrian Midgley, & Lars McNaughton, Edge Hill University

**Effects of attentional focus instructions on cycling economy**  
Linda Schücker, Marie-Therese Fleddermann, Marc de Lussanet, Jannik Elischer, Christopher Böhmer, & Karen Zentgraf, University of Münster

**Developmental Perspectives Verbal Presentations – Promoting Movement in Adapted Populations**  
*Room:* Pavilion West  
*Moderator:* Jacqueline D. Goodway, The Ohio State University

8:30  **Cognitive-motor interference during walking in children with Developmental Coordination Disorder**  
Nadja Schott & Inaan El-Rajab, University of Stuttgart

8:45  **Effects of early treadmill practice on behaviors and underlying mechanisms in babies born with myelomeningocele**  
Dokyeong Lee, New York University; Beverly D. Ulrich, University of Michigan

9:00  **Visual contribution to walking: How is it in children with a risk of motor coordination disorder?**  
Miriam Palomo, Rudolf Psotta, Reza Abdollahipour, Adrian Agricola, & Ludvik Valtcr, Palacky University

9:15  **Effects of an adapted animal assisted intervention on physical activity and quality of life for children with mobility disabilities**  
Samantha M. Ross, Amanda Tepfer, Wendy Baltzer, Monique Udell, Craig Ruaux, & Megan MacDonald, Oregon State University

9:30  **How early is early enough? The age of onset of tummy time intervention matters in infants with Down syndrome**  
Erin E. Wentz & Dale A. Ulrich, University of Michigan
Motor Control and Learning Verbal Presentations – Augmented Feedback and Methodology
Room: Broadway I
Moderator: Sara Winges, Louisiana State University

8:30 Under-powered and over-worked: Problems with data in motor learning studies
Keith R. Lohse, Taylor L. Buchanan, & Matthew W. Miller, Auburn University

8:45 Why self-controlled feedback enhances motor learning: Answers from electroencephalography and self-report questionnaire
Kirk F. Grand, Auburn University; Alessandro T. Bruzi, Federal University of Lavras; Ford B. Dyke, Auburn University; Maurice M. Godwin, Auburn University; Amber M. Leiker, Auburn University; Andrew G. Thompson, Auburn University; Taylor L. Buchanan, Auburn University; Marcos Z. Daou, Auburn University; Matthew W. Miller, Auburn University

9:00 The role of corrective and confirmatory KP in learning a novel motor task
Kevin A. Becker, Texas Woman's University; Jeff T. Fairbrother & Andy D. Bass, University of Tennessee

9:15 Effects of feedback content on judgments of learning and actual motor learning
Ben Meyer, Shippensburg University

9:30 Self-controlled feedback is effective if it is based on the learner's performance: A replication and extension of Chiviacowsky and Wulf (2005)
Michael J. Carter*, Anthony N. Carlsen, & Diane M. Ste-Marie, University of Ottawa
*SCAPPS Franklin Henry Young Scientist Award Winner

9:45 Eliminating the learning benefits of self-controlled knowledge of results (KR) schedules: The importance of information-processing activities during the KR-delay interval
Michael J. Carter, Anna Head, Piragas Puveendran, & Diane M. Ste-Marie, University of Ottawa

Sport and Exercise Psychology Verbal Presentations – Body Image
Room: Broadway III
Moderator: Kent C. Kowalski, University of Saskatchewan

8:30 Experiences among women with shame and self-compassion in cardio-based exercise classes
Kim Rogers & Vicki Ebbeck, Oregon State University

8:45 The effect of mirrors on women's body image and affective responses to yoga
Amanda L. Frayeh & Beth A. Lewis, University of Minnesota

9:00 Causal attributions mediate the influence of self-evaluations on body-related pride
Jenna Gilchrist, University of Toronto; Catherine M. Sabiston, University of Toronto; Diane E. Mack, Brock University; Eva Pila, University of Toronto

9:15 Self-reporting of mental toughness by distance runners is elevated by self-presentational concern
Vista L. Beasley & Robert C. Eklund, University of Stirling

9:30 Experiencing the athletic and social body: An exploration of identities in collegiate female basketball players
Louisa J. Scarlett, Erica V. Bennett, Laura Hurd Clarke, & Peter R.E. Crocker, The University of British Columbia

9:45am – 10:00am Refreshment Break

10:00am – 11:00am Developmental Perspectives Keynote Lecture (Pavilion East & West)

Learning to move
Karen E. Adolph, New York University

Moderator: Leah E. Robinson, University of Michigan
**Concurrent Sessions**

**Sport and Exercise Psychology Verbal Presentations – Motivational Processes**

*Room: Pavilion East*

*Moderator: Anne Cox, Washington State University*

**11:15** Combinations of autonomy support and control in physical education: Do students benefit or suffer?
Nathalie Aelterman, Maarten Vansteenkiste, & Leen Haerens, Ghent University

**11:30** Persistence and dropout among female collegiate rowers: A self-determination theory approach
Audrey L. Coon & Nicole D. Bolter, Boise State University

**11:45** Examining motivation and need satisfaction as predictors of change in objectively measured physical activity and sedentary behavior in post-treatment breast cancer survivors
Meghan H. McDonough, Purdue University; Catherine M. Sabiston, University of Toronto

**12:00** Conceptualizing and measuring the desire for energy expenditure and sedentary behavior: The CRAVE Scale for Movement and Rest
Matthew A. Stults-Kolehmainen, Teachers College, Columbia University; Todd A. Gilson, Northern Illinois University; Line Brotnow, Yale University Medical School; John B. Barholomew, The University of Texas at Austin; Joseph Ciccolo, Teachers College, Columbia University; Rajita Sinha, Yale University Medical School

**12:15** Can the regulatory and reflexive processes of the Multi-Process Action Control (M-PAC) model predict exercise adoption and maintenance?
Chetan D. Mistry, University of Victoria; Shane N. Sweet, McGill University; Amy E. Latimer-Cheung, Queen’s University; Ryan E. Rhodes, University of Victoria

**12:30** Efficacy of a brief social cognitive behavioral counseling intervention on one-month independent exercise adherence in individuals with prediabetes: small steps for big changes
Mary E. Jung, Jessica E. Bourne, Elizabeth Voth, & Jonathan P. Little, University of British Columbia

**Motor Control and Learning Verbal Presentations – Physical Activity and Motor Control/Learning**

*Room: Pavilion West*

*Moderator: Yeou-Teh Liu, National Taiwan Normal University*

**11:15** Effects of acute aerobic exercise on motor response inhibition: An ERP study using the stop-signal task
Tai-Fen Song, Chien-Heng Chu, Kao-Teng Yang, & Yu-Kai Chang, National Taiwan Sport University

**11:30** Motor skill proficiency and physical activity in pediatric carriers and non-carriers of the BDNF Val66Met polymorphism
Larissa True, SUNY Cortland; Karin A. Pfeiffer, Alan L. Smith, Florian Kagerer, John Gerlach, & Crystal Branta, Michigan State University

**11:45** Eight weeks of Assisted Cycling Therapy (ACT) improves upper extremity motor function in Down syndrome
Simon D. Holzapfel, Shannon D.R. Ringenbach, Genna M. Mulvey, Megan R. Cook, Rachel O. Ganger, & Amber M. Sandoval-Menendez, Arizona State University

**12:00** Acute exercise and visuomotor adaptation in children
Rosa M. Angulo-Barroso, California State University, Northridge; Blai Ferrer-Uris, INEFC - University of Barcelona; Albert Busquets, ESCST; Jennifer Romack, California State University, Northridge

**12:15** Effect of fatigue on motor learning and proprioceptive accuracy in upper extremity
Nicholas J. Siekirk & Qin Lai, Wayne State University

**12:30** Does a chronic physical activity intervention benefit timing in young children with ADHD?
Howard N. Zelaznik, Purdue University; Alan L. Smith, Michigan State University; Betsy Hoza, University of Vermont; Anthony G. Delli Paoli, Michigan State University; Travis E. Dorsch, Utah State University; Andrew Schmidt, University of Vermont
Developmental Perspectives Verbal Presentations – Motor Competence and Behaviors in Children and Youth

Room: Broadway I
Moderator: Juergen Konczak, University of Minnesota

11:15 The T-SKIP Package Intervention: Coaching preschool teachers to promote motor competence
Ali Brian, Louisiana Tech University; Jacqueline D. Goodway, The Ohio State University; Sue Sutherland, The Ohio State University; Jessica Logan, The Ohio State University

11:30 A lifespan view of coincident timing ability and tool use
Priscila Caçola, University of Texas at Arlington

11:45 Dose-response relationship: The effect of motor skill intervention duration and changes in motor skill competence
Kara K. Palmer, University of Michigan; Abigail Dennis, Auburn University; Leah E. Robinson, University of Michigan

12:00 Identifying profiles based on actual and perceived motor competence: Differences in physical activity, sports participation and motivation towards physical education
An De Meester, Ghent University; Jolien Maes, Ghent University; David F. Stodden, University of South Carolina; Greet Cardon, Ghent University; Jacqueline Goodway, The Ohio State University; Matthieu Lenoir, Ghent University; Leen Haerens, Ghent University

12:15 The development of proprioceptive acuity in children
Jessica M. Holst-Wolf, I-ling Yeh, & Juergen Konczak, University of Minnesota

12:30 Age differences in movement coordination when learning a novel virtual task
Mei-Hua Lee, Michigan State University; Ali Farshchiansadegh, Northwestern University

Sport and Exercise Psychology Verbal Presentations – Self-Regulation

Room: Broadway III
Moderator: Katherine A. Tamminen, University of Toronto

11:15 Effects of performance feedback on self-efficacy and exercise performance are moderated by self-control strength depletion
Jeffrey D. Graham* & Steven R. Bray, McMaster University
*Outstanding Student Paper Award Recipient

11:30 Replenishing the self-regulation reserve: Can exercising actually increase our limited resource?
Katie Weatherston, Kaitlyn Bailey, Jessica E Bourne, & Mary E. Jung, University of British Columbia

11:45 Relax and refocus: Is biofeedback the key?
Melanie Gregg, The University of Winnipeg; Brennan Petersen, University of Winnipeg; Kendra Nelson, University of Manitoba

12:00 Emotion regulation predicts ease of imaging
Nurwina A. Anuar, Sarah E. Williams, & Jennifer Cumming, University of Birmingham

12:15 The role of self-compassion in women athletes’ performance evaluations: A pilot study
Margo E. Killham, University of Saskatchewan; Leah J. Ferguson, University of Saskatchewan; Amber D. Mosewich, University of South Australia; Diane E. Mack, Brock University; Katie E. Gunnell, Children’s Hospital of Eastern Ontario Research Institute

12:30 The effects of integrated classroom based physical activity on on-task behavior for Aboriginal children in kindergarten and grade one
Serene Kerpan, University of Saskatchewan; Louise M. Humbert, University of Saskatchewan
12:45pm – 1:45pm Lunch on your own

1:45pm – 2:45pm Sport and Exercise Psychology Keynote Lecture (Pavilion East & West)

**Self-regulation and sports: Perseverance, peak performance, problems, and choking under pressure**
Roy F. Baumeister, Florida State University

*Moderator: Sarah Ullrich-French, Washington State University*

3:00pm – 4:15pm Concurrent Sessions

**Sport and Exercise Psychology Verbal Presentations – Positive Youth Development**

*Room: Pavilion East*

*Moderator: Meghan H. McDonough, Purdue University*

3:00 The nature of contribution in university athletes: Motives, enablers, and barriers
Colin J. Deal & Martin Camiré, University of Ottawa

3:15 Young athlete development in high performance sport organizations: The case of USA Luge
Karl T. Erickson, Michigan State University; Daniel J. Warren, Tufts University; Jennifer Agans, Tufts University; Richard M. Lerner, Tufts University

3:30 An ethnographic study of positive youth development in recreational sport
Matthew Vierimaa, Queen’s University; Mark W. Bruner, Nipissing University; Jean Côté, Queen’s University

3:45 Staff perspectives on the development and effects of social relationships in a physical activity-based youth program
Lindley McDavid & Meghan H. McDonough, Purdue University

4:00 The Influence of transformational coaching on positive youth development
Aubrey Newland, University of Utah; Maria Newton, University of Utah; E. Whitney Moore, University of North Texas; W. Eric Legg, University of Utah; Andrea Stark, University of Minnesota

**Motor Control and Learning Symposium – The role of attentional focus and motor behavior**

*Room: Pavilion West*

*Organizer: Louisa D. Raisbeck, Michigan Tech; Christopher K. Rhea, University of North Carolina at Greensboro*

*Discussant: Arya Alami, La Grange College*

*Moderator: William Berg, Miami University*

**Symposium overview**

Louisa D. Raisbeck, Michigan Tech; Christopher K. Rhea, University of North Carolina at Greensboro

**The effects of attentional focus instruction on postural sway**

Jed A. Diekfuss, University of North Carolina at Greensboro; Christopher K. Rhea, University of North Carolina at Greensboro; Jeff Fairbrother, University of Tennessee; Louisa D. Raisbeck, University of North Carolina at Greensboro

**Clinical applications – Do the effects of attentional focus apply to prosthesis users with unilateral leg amputation?**

Will Wu, California State University; Rachel Ho, California State University, Long Beach; Panadda Marayong, California State University, Long Beach; I-Hung Khoo, California State University, Long Beach; Brian Rhue, Veterans Administration Long Beach Healthcare System; Dana Craig, California State University, Dominicz Hills

**The effects of focus of attention on behavior and movement automization**

Jared Porter, Southern Illinois University, Carbondale; Hubert Makaruk, The Josef Pilsudski University of Physical Education; Marcin Starzak, The Josef Pilsudski University of Physical Education
Retention and transfer of balance control following training with external and internal attentional focus cues.
Jeff Fairbrother, University of Tennessee; A. von Lindern, University of Tennessee; E. R. Wade, University of Tennessee; Louisa D. Raisbeck, University of North Carolina at Greensboro; Christopher K. Rhea, University of North Carolina at Greensboro; M. Nawalany, University of Tennessee; S. Jefferson, University of Tennessee

Developmental Perspectives Symposium – Measuring issues in motor assessments
Room: Broadway I
Organizer: Till Utesch, Nadja Schott, and Maike Tietjens, University of Münster
Discussant: Dale A. Ulrich, University of Michigan
Moderator: David F. Stodden, University of South Carolina

Symposium overview
Till Utesch, University of Münster; Nadja Schott, University of Stuttgart; Maike Tietjens, University of Münster

Using Rasch measurement to investigate the construct of motor competence in preschool children
Till Utesch, University of Münster; Farid Barid, Ghent University; Floris Huyben, Vrije Universiteit Brussel; Bernd Strauss, University of Münster; Maike Tietjens, University of Münster; Kristine De Martelaer, Vrije Universiteit Brussel; Jan Seghers, University of Leuven – KU Leuven; Matthieu Lenoir, Ghent University

Cross-cultural comparison of motor competence in children from Australia and Belgium
Farid Barid, Ghent University; James Rudd, Victoria University; Matthieu Lenoir, Ghent University; Remco Polman, Victoria University; Lisa Barnett, Deakin University

Elaboration of the Environmental Stress Hypothesis – Results from a population-based 6-year follow-up
Matthias Wagner, University of Konstanz; Darko Jekauc, Humboldt University Berlin; Annette Worth, University of Education Karlsruhe; Alexander Woll, Karlsruhe Institute of Technology

The relation between cognitive and motor skill performance – A latent variable approach
Benjamin Hoffelder & Nadja Schott, University of Stuttgart

Sport and Exercise Psychology Verbal Presentations – Affect and Physical Activity
Room: Broadway III
Moderator: Spyridoula Vazou, Iowa State University

3:00 Enjoyment and affective responses to high-intensity interval training and continuous exercise at high and moderate intensities
Denver M. Y. Brown & Steven R. Bray, McMaster University

3:15 Learning to like exercising: An experimental approach to alter (non)exercisers’ automatic evaluations
Ralf Brand & Franziska Antoniewicz, University of Potsdam

3:30 Associations between screen time, physical activity, and depression in adolescents: A four year longitudinal REAL study
Katie E. Gunnell, Children’s Hospital of Eastern Ontario; Martine F. Flament, University of Ottawa Institute of Mental Health Research; Danijela Maras, Carleton University; Annick Buchholz, Children’s Hospital of Eastern Ontario; Katherine A. Henderson, Carleton University; Nicole Obeid, Children’s Hospital of Eastern Ontario; Nicholas Schubert, University of Ottawa Institute of Mental Health Research; Gary S. Goldfield, Children’s Hospital of Eastern Ontario

3:45 Effects of a combined mental and physical (MAP) training intervention on depressive symptoms, rumination, mindfulness, and aerobic fitness in major depressive disorder
Brandon L. Alderman, Ryan L. Olson, Christopher J. Brush, & Tracey J. Shors, Rutgers University

4:00 Reimagining fitness testing in schools: Enjoyment, need satisfaction, and intention
Spyridoula Vazou, Amanda Mischo, & Panteleimon Ekkekakis, Iowa State University
4:30pm – 6:00pm  **Poster Session #3** (Foyer outside meeting rooms; Cash Bar)

*Moderators:* Anastasia Kyvelidou – University of Nebraska – Omaha  
Matthias O. Wagner, University of Konstanz  
J. D. DeFreese, University of North Carolina at Chapel Hill

See back pages of this conference program for a list of the posters. Please set up posters by Noon. If you have an odd numbered poster, please stand at your poster from 4:30-5:15pm. If you have an even numbered poster, please stand at your poster from 5:15-6:00pm.

6:30pm  **NASPSPA Banquet** (Pavilion Ballroom; bring your ticket)

6:30pm  Cocktails  
7:00pm  Dinner

**Sunday, June 7, 2015**

8:30am – 10:30am  **Executive Committee Meeting – Old and Incoming Members** (Skyline IV – 23rd Floor)
Poster Sessions

NASPSPA Poster Session – Thursday, June 4, 2015

Developmental Perspectives

1. Motor ability and cognition in children: A systematic review and meta-analysis
   Kara Palmer, University of Michigan; Keith R. Lohse, Auburn University; Alan E. Wilson, Auburn University; Leah E. Robinson, University of Michigan

2. Age-related differences in out-of-plane motion during pedaling in typical developing children
   Renate van Zandwijk & Jody L. Jensen, The University of Texas at Austin

3. Movement skills and fitness as predictors of later physical activity
   Timo T. Jaakkola, University of Jyväskylä

4. Motor skill interventions impacts positively the physical activity engagement of children with coordination developmental disorder
   Mariele S. Souza, UFRGS; Larissa W. Zanella, UFRGS; Min J. Kim, Institute of Health Science - Korea University; Nadia C. Valentini, UFRGS

   Larissa W. Zanella, UFRGS; Mariele S. Souza, UFRGS; Min J. Kim, Institute of Health Science - Korea University; Nadia C. Valentini, UFRGS

6. Gender differences in fundamental motor skills in early elementary children
   E. Kipling Webster & E. Andrew Pitchford, University of Michigan

7. Does motor skill performance relate to cardiovascular fitness in children?
   Jacqueline M. Irwin, Auburn University; Kara K. Palmer, University of Michigan; Leah E. Robinson, University of Michigan

8. Motor performance, socioeconomic status, body mass index and gender in children: Study’ comparative and associative
   Paulo F. R. Bandeira & Nadia C. Valentini, UFRGS

9. Changes in preschoolers’ physical activity participation during a mastery motivational climate intervention
   Danielle D. Wadsworth, Mary E. Rudisill, Peter A. Hastie, Korey L. Boyd, Mynor Rodriguez-Hernandez, & J. Megan Irwin, Auburn University

10. Pathways to competence: Influencing the development of motor skills in pre-school children
    Peter Hastie, Mary E. Rudisill, Korey L. Boyd, & Jacqueline M. Irwin, Auburn University

11. A needs assessment of the fundamental motor skills of urban and rural children in Indonesia
    Syahrial Bakhtiar, State University of Padang; Ruri Famelia, The Ohio State University and State University of Padang; Jacqueline D. Goodway, The Ohio State University; Yanuar Kiram, State University of Padang

12. Relationship between fundamental motor skills, perceived motor competence, physical activity, and cognitive functioning in young children
    Nadja Schott & Dorothée Marie Ruf, University of Stuttgart
13. The effects of a motor intervention on performance of the PDMS-2 for Hispanic low SES pre-K children
   Michelle L. Hamilton, Ting Liu, Pedro Olivarez, & Jennifer Ahrens, Texas State University

Motor Control

14. Do participants use mental rotation when comparing two models from different viewing angles?
   Tadao Ishikura, Doshisha University

15. Increased corticospinal excitability and muscular activity in a lower limb reaction task under psychological pressure
   Yoshifumi Tanaka & Tatsunori Shimo, University of Fukui

16. Internal focus cue specificity: Are the benefits of an external focus a function of a misdirected internal focus?
   Cheryl A. Coker, Plymouth State University

17. Gait variability and gaze fixation while synchronizing with an avatar exhibiting fractal patterns
   Ryan P. Macpherson & Christopher K. Rhea, University of North Carolina at Greensboro

18. The impact of state anxiety on the use of contextual information during anticipation: A test of Attentional Control Theory
   Adam J. Cocks, Robin C. Jackson, Daniel T. Bishop, & A. Mark Williams, Brunel University London

19. The influence of musical training on lifting bottles of unknown weights
   Qin Zhu, University of Wyoming; Andrea Dahill, University of Wyoming; Daniel Tryon, University of Wyoming; Boyi Dai, University of Wyoming; Jidong Lv, Shanghai University of Finance and Economics

20. Additional illusory kinesthetic sensation reduces anticipation accuracy in skilled basketball players
   Hiroki Nakamoto, Sachi Ikudome, Satoshi Unenaka, Taishi Funo, & Shiro Mori, National Institute of Fitness and Sports in Kanoya

21. Invisible and visible stimuli are processed sequentially
   Jenna C. Flannigan, University of Ottawa; Romeo Chua, University of British Columbia; Erin K. Cressman, University of Ottawa

22. Does performing an imagined Fitts’ law task share similar characteristics to actually performing the task?
   Hoda Salsabili, Jeffrey M. Haddad, Zoha Pajouhi, Fuwen Cai, Joong Hyun Ryu, Joshua J. Liddy, & Howard N. Zelaznik, Purdue University

23. Spatiotemporal coupling of periodic finger tapping with saccades, and their correlation to reading comprehension
   Laura J. Duncan, Brian A. Richardson, James L. Lyons, & Victor Kuperman, McMaster University

24. Directing attention externally effects heart rate and muscular endurance
   Masahiro Yamada, Blake Brown, & Jared Porter, Southern Illinois University

25. Dual task interference during walking: The effects of texting on situational awareness and gait stability
   Jongil Lim, Avelino Amado, Leo Sheehan, & Richard E.A. Van Emmerik, University of Massachusetts

26. Examining the locus of offline enhancement for pre-structured motor sequences
   Jing Chen, Texas A&M University and Shanghai University of Finance & Economics; Sanjeev Bhatia, Texas A&M University; David L. Wright, Texas A&M University
27. Loading the head reduces head-pitch attenuation of center of mass oscillations during walking and running gait in soldiers
   Scott Ducharme, Jongil Lim, Darnell Simon, Chris Palmer, Mike Busa, Avelino Amado, Luis Rosado, & Richard Van Emmerik, University of Massachusetts

28. Planning of a manipulative action in children with coordination development disorder
   Raquel de Melo Martins, Josiane Medina Papst, Thiago Viana Camata, Marcelo Alves Costa, & Inara Marques, Universidade Estadual de Londrina

29. Clustering fast aiming task data: The effect of movement distance on movement time variability
   Tzu-Hsiang Lin & Yeou-Teh Liu, National Taiwan Normal University

30. Perception and production of complex movement variability
   Joshua Haworth, Johns Hopkins School of Medicine; Nicholas Stergiou, University of Nebraska at Omaha

31. Embodied mental rotation: A special link between egocentric transformation and the bodily self
   Sandra Kaltner & Petra Jansen, University of Regensburg

32. The influence of skill level differences on information processing and motor performance
   Fabian Helm, Mathias Reiser, & Jörn Munzert, University of Giessen

33. The effectiveness of different gaze locations on bunting skills for professional baseball players
   Tsung-Lung You, Ju-Han Lin, Yen-Nan Lin, & Cho-Kang Lee, National Dong Hwa University

Motor Learning

34. The motivational role of feedback in motor learning: Information resulting in low success experience degrades learning
   Suzete Chiviacowsky, Federal University of Pelotas; Gabriele Wulf, University of Nevada, Las Vegas; Natália M. Harter, Federal University of Pelotas

35. Focus of attention and cue quantity: A simulated shooting experiment
   Jed A. Diekfuss, Kiara E. Stump, & Louisa D. Raisbeck, University of North Carolina at Greensboro

36. Effect of practice scheduling on acquisition and retention of an underhanded bean bag toss
   Jeff E. Goodwin & Kenneth G. DuBois, University of North Texas

37. Stress-related increases in effort does not facilitate motor learning
   Christopher A. Aiken & Arend W. A. Van Gemmert, Louisiana State University

38. Scheduling concurrent visual feedback in learning a continuous balance task
   Jeff E. Goodwin, University of North Texas

39. The effects of setting proximal and distal goals on motor learning
   Kevin A. Becker, Texas Woman's University; Jeff T. Fairbrother, University of Tennessee; Lacey P. Sollenberger, University of Tennessee; Kevin M. Fisher, Central Michigan University

40. Positive perceptions of performance can hinder learning in a dynamic balance task
   Nicole T. Ong, University of British Columbia; Keith R. Lohse, Auburn University; Nicola J. Hodges, University of British Columbia

41. Whole-task training and progressive-part training: Effects on physical performance and mental representation of characteristics of a fast-pitch softball swing
   Joseph M. Gonzales & David D. Chen, California State University Fullerton

42. Cognitive representation of open and closed skills
Ludwig Vogel & Thomas Schack, Bielefeld University

43. **Examining the intrinsic dynamics: Influence of basketball expertise in learning novel throw task compare to roller ball task**
    Yeou-teh Liu, National Taiwan Normal University; Kuo-Liang Chuang, National Taiwan Normal University; Karl M. Newell, University of Georgia

44. **Using vibrotactile movement guides to change technique: Case studies in quarteringbacking**
    Rob Gray, Arizona State University

*Sport and Exercise Psychology*

45. **Let’s get ready to rumble: Anxiety and self-efficacy in the athletic arena**
    Rachel M. Conway & Shawn E. Davis, Pacific University School of Professional Psychology

46. **Do emotions impact putting performance? A Prefrontal Asymmetry Study**
    Tai-ting Chen, National Taiwan Normal University; Kuo-Pin Wang, National Taiwan Normal University; Yi-Ting Chang, National Taiwan Normal University; Chung-Ju Huang, University of Taipei; Tsung-Min Hung, National Taiwan Normal University

47. **Influence of stress on decision-making in sport**
    Teri J. Hepler, Attila J. Kovacs, A.J. Day, Jack Flinchum, Rachel Medenwaldt, Valerie Prusak, Alex Stanford, Olivia Westoff, & Megan Willger, University of Wisconsin-La Crosse

48. **Effects of acute aerobic exercise duration on executive function in children with ADHD**
    Tsung-Min Hung, National Taiwan Normal University; Yu-Jung Tsai, National Taiwan Normal University; Chung Ju Huang, University of Taipei

49. **An exploration of executive function among older adult athletes and non-athletes**
    Lyndsie M. Coleman, Robert J. Brustad, Megan Babkes Stellino, Abdullah Akbar, & Amanda Lalonde, University of Northern Colorado

50. **Exercise involving different skill types and physical fitness are associated with working memory aspect of executive function**
    Feng-Tzu Chen, Chih-Han Wu, Tai-Fen Song, & Yu-Kai Chang, National Taiwan Sport University

51. **The moderating effect of apolipoprotein (ApoE) genotype on cerebral structural changes in response to chronic physical activity: The Physical Activity and Alzheimer’s Disease (PAAD) Study**
    Jennifer L. Etnier, William B. Karper, Chia-Hao Shih, SeYun Park, Si Zhao, & Robert A. Kraft, University of North Carolina at Greensboro

52. **Cognitive measures correlate with mental rotation of human figures**
    Holger Heppe, University of Münster; Axel Kohler, University of Osnabrück; Karen Zentgraf, University of Münster

53. **Differences in long-term memory consolidation as a function of heart rate intensity**
    Andrew C. Parks, Cory R. Fleck, Samantha R. Lamkin, Kimberly M. Fenn, Karin A. Pfeiffer, & Matthew B. Pontifex, Michigan State University

54. **A preliminary investigation of the moderating effects of aerobic fitness on the relationship between acute exercise and interference control in children with ADHD**
    Shu-Shih Hsieh, National Taiwan Normal University; Yu-Jung Tsai, National Taiwan Normal University; Yu-Kai Chang, National Taiwan Sport University; Chung-Ju Huang, University of Taipei; Tsung-Min Hung, National Taiwan Normal University

55. **Possible selves and physical activity in retirees: The mediating role of identity**
    Mélanie G.M. Perras, University of Ottawa; Shaelyn M. Strachan, University of Manitoba; Michelle S. Fortier, University of Ottawa; Laura Meade, University of Manitoba
56. The influence of selection status on goal progress, sport commitment, and athletic identity during the 2013 Canada Summer Games team selection process
   Carolyn E. McEwen & Peter R. E. Crocker, The University of British Columbia

57. The effect of stereotype threat on student-athlete math performance
   Shaina C. Riciputi, Purdue University; Kristi Erdal, Colorado College

58. Who is an athlete? A comparison study of athletic identity in former college athletes, current student-athletes, and non-athlete college students
   Erin J. Reifsteck, University of North Carolina at Greensboro

59. Perceived relatedness and ice hockey player self-definition
   Genevieve Ladiges & Deborah Kendzierski, Villanova University

60. Does playing male sport explain the second-quartile phenomenon for female relative age effects?
   Mandee D. Mostenbocker & David J. Hancock, Indiana University Kokomo

61. Understanding the social interactions and relationships with youth and staff at residential summer camp
   Corliss Bean, Kelsey Kendellen, & Tanya Forneris, University of Ottawa

62. Relationship status and mental and physical functioning in former professional football athletes across a ten year study period
   J.D. DeFreese, University of North Carolina at Chapel Hill; Zachary Y. Kerr, Datals Center for Sports Injury Research and Prevention; Donald H. Baucom, University of North Carolina at Chapel Hill; Kevin M. Guskiewicz, University of North Carolina at Chapel Hill

63. The predictive utility of peer relationship and coach autonomy-support behaviors on high school student-athletes’ dropout intention and team satisfaction
   Jo-Yun Chen & Li-Kang Chi, National Taiwan Normal University

64. Perseverance through mental blocking: Exploring coach-athlete dyadic relationships
   Chelsey N. Moore, Kent C. Kowalski, & Brenda Kaly, University of Saskatchewan

65. The predictive utility of coach and peer leadership behaviors on team satisfaction among high school and college student-athletes
   Hao-wen Hsu & Li-Kang Chi, National Taiwan Normal University

66. Traditional versus psychologically informed fitness testing in physical education: Affective outcomes
   Amanda B. Mischo, Spyridoula Vazou, & Panteleimon Ekkekakis, Iowa State University

67. An experimentally-based intervention program to enhance multiple aspects of pe teachers’ classroom motivating style
   Sung Hyeon Cheon, Kangwon National University; Johnmarshall Reeve, Korea University

68. Philosophies and goals in teaching dance: A qualitative exploration with private studio teachers
   Andrea Stark, University of Minnesota; Maureen R. Weiss, University of Minnesota; Aubrey Newland, University of Utah

69. Teaching sportspersonship and responsibility in physical education: A multilevel analysis
   Nicole D. Bolter, Boise State University; Lindsay E. Kipp, University of Kentucky; Tyler G. Johnson, Boise State University

70. A temporal examination of achievement goals, motivational climate, and anxiety in collegiate swimmers
   Julie A. Partridge, Southern Illinois University Carbondale; Brittany D. Massengale, University of Arkansas; Masahiro Yamada, Southern Illinois University; Jared M. Porter, Southern Illinois University
71. **A self-determination theory perspective on burnout: Perceived coaching behaviors and satisfaction/thwarting of psychological needs**  
   Seongkwan Cho, Florida State University; Hunhyuk Choi, Dankook University; Robert Eklund, University of Stirling; Gershon Tenenbaum, Florida State University

72. **Teammates’ influence on athletes’ goal orientation: Effects of the Positive Coaching Alliance (PCA) training model**  
   Andrea Vest Ettekal, Kaitlyn A. Ferris, Jennifer P. Agans, & Brian M. Burkhard, Tufts University

73. **College athletes’ perceptions of success, motivational climate, and social support availability**  
   Anna Berecz, University of Alaska Anchorage

74. **Hockey parents’ perceptions of their own and other spectators’ behaviors differ by gender and competitive level**  
   Katherine A. Tamminen, University of Toronto; Carolyn E. McEwen, The University of British Columbia; Gretchen Kerr, University of Toronto; Peter Donnelly, University of Toronto

75. **Parent involvement in young adults’ intercollegiate athletic careers: Developmental considerations and applied recommendations**  
   Travis E. Dorsch, Utah State University; Katie Lowe, Purdue University; Aryn M. Dotterer, Purdue University; Logan Lyons, Utah State University

76. **Stakeholders’ perceptions of parent involvement in young adults’ intercollegiate athletic careers: Policy, education, and desired-student-athlete outcomes**  
   Travis E. Dorsch, Utah State University; Katie Lowe, Purdue University; Aryn M. Dotterer, Purdue University; Logan Lyons, Utah State University; Analise Barker, Utah State University

77. **Who’s in control?: A physical activity intervention targeting changes in social control**  
   Sean Pinkerton, Kathleen S. Wilson, & Elaine Rutkowski, California State University, Fullerton

78. **Self-efficacy mediates the relationship between prepregnancy and pregnancy leisure-time physical activity**  
   Christopher P. Connolly, Washington State University; James M. Pivarnik, Michigan State University; Deborah L. Feltz, Michigan State University; Lanay M. Mudd, Michigan State University; Maria K. Lapinski, Michigan State University; Mark G. Lewis, Michigan State University

79. **Comparing opportunity and perceived capability as predictors of walking and strength training behaviors**  
   Chetan D. Mistry & Ryan E. Rhodes, University of Victoria

80. **Social and individual reference norm and physical self concept**  
   Maike Tietjens & Dennis Dreiskämper, University of Münster

81. **Quiet eye period and performance in sport: A meta-analysis**  
   Jean-Charles Lebeau, Florida State University; Sicong Liu, Florida State University; Camilo Saenz, Florida State University; Susana Sanduvete Chaves, University of Sevilla; Salvador Chacón-Moscoso, University of Sevilla; Gershon Tenenbaum, Florida State University; Betsy Becker, Florida State University

82. **Item validation of the Curling Strategy Assessment Tool (CSAT)**  
   Nicole Westlund & Craig Hall, Western University

83. **Effects of peppermint scent administration on augmenting swimming performance: Challenges related to orthonasal vs. retronasal scent administration**  
   Bryan Raudenbush, Nic Cochran, & Melanie Lamp, Wheeling Jesuit University
1. **Effects of video game avatar size on body image dissatisfaction and food choice**  
   Patrick Dwyer & Bryan Raudenbush, Wheeling Jesuit University

2. **Self-compassion, psychological flexibility, and body-related emotions**  
   Sarah C. Ullrich-French, Anne E. Cox, Amy N. Cole, Eleanor Dizon, Eunsaem Kim, & Laura Preciado, Washington State University

3. **The effects of spirituality on body image in female athletes**  
   Diana E. Avans, Alexa Morris, & Savannah Nelson, Vanguard University

4. **The role of mindfulness during yoga in predicting change in self-objectification and related outcomes**  
   Anne E. Cox, Sarah Ullrich-French, Amy N. Cole, & Margo D'Hondt-Taylor, Washington State University

5. **Physical self-perceptions, body image and intrinsic motivation in recreational aesthetic sports**  
   Bona Lee & Diane L. Gill, University of North Carolina at Greensboro

6. **The relationship of team cohesion to individual anxiety among recreational soccer players**  
   Eungwang Oh & Diane L. Gill, The University of North Carolina at Greensboro

7. **Cyber partners for astronauts: Boosting motivation to exercise harder with exergames**  
   Alison Ede, Michigan State University; Christopher R. Hill, Michigan State University; Brian Winn, Michigan State University; James M. Pivarnik, Michigan State University; Norbert L. Kerr, Michigan State University; William Jeffery, Michigan State University; Samantha J. Deere, Michigan State University; Benjamin D. Spencer, Michigan State University; Lori Ploutz-Snyder, Universities Space Research Association; Deborah L. Feltz, Michigan State University

8. **Interactive dialogue is important in software-generated workout partners**  
   Stephen Samendinger, Michigan State University; Emery J. Max, Michigan State University; Brian Winn, Michigan State University; Gregory Kozma, Michigan State University; William Jeffery, Michigan State University; Norbert L. Kerr, Michigan State University; Samuel T. Forlenza, Shippensburg University; Deborah L. Feltz, Michigan State University

9. **Dancer perceptions of the cognitive, social, emotional, and physical benefits of partnered dancing**  
   Kimberley D. Lakes, University of California, Irvine; Shesha Marvin, Atomic Ballroom Dance Center; Malia San Nicolas, Atomic Ballroom Dance Center; Sara Arastoo, University of California, Irvine; Leo Viray, University of California, Irvine; Amanda Orozco, University of California, Irvine; Fran Jurnak, University of California, Irvine

10. **Relationship between task cohesion, social support, and intention to return to a youth sport team**  
    Kevin S. Spink & Jocelyn D. Ulvick, University of Saskatchewan

11. **Psychological responses and return to play following anterior cruciate ligament reconstruction surgery**  
    Hayley Russell, Penn State Altoona; Diane M. Wiese-Bjornstal, University of Minnesota; Elizabeth A. Arendt, University of Minnesota; Julie Agel, University of Minnesota

12. **Associations among athlete burnout and markers of athletic injury**  
    Pamela B. Hughes, University of North Carolina at Chapel Hill; Zachary Y. Kerr, Datalys Center for Sports Injury Research and Prevention; J. D. DeFreese, University of North Carolina at Chapel Hill

13. **The effects of soccer ball "heading" frequency and intensity on scent perception: Severity of effects in adolescence during high school competition**  
    Emily Robinson & Bryan Raudenbush, Wheeling Jesuit University
14. "No flag on the play": Using behavioral modification to reduce injuries in American football  
   Andrew C. White & Diane Wiese-Bjornstal, University of Minnesota

15. Psychological responses to lower extremity injuries prior to an isokinetic task  
   Ashley K. Balles, Stacey A. Gaines, Ryan E. Fiddler, & Christopher M. Hearon, Texas A&M University-Kingsville

16. Handball throwing improved by dissociation of attention from gaze behavior during quiet eye training  
   Takahiro Hirao & Hiroaki Masaki, Waseda University

17. A cross-culture examination of the validity of the mindfulness inventory for sport: The development and validation  
   Yi-chen Perng, National Taiwan University of Arts; Chu-Chih Liu, Kainan University

18. Preliminary validation of the Sport Imagery Questionnaire-Team Sport Version  
   Tyler L. Geikie, Todd M. Loughead, & Krista J. Munroe-Chandler, University of Windsor

   Brian D. Seiler, Florida Southern College; Eva Monsma, University of South Carolina; Roger D. Newman-Norlund, University of South Carolina

20. Updating the empowerment in exercise scale: Supporting psychometric evidence from a half-longitudinal study  
   E. Whitney G. Moore, University of North Texas

21. Autonomous priming increases intrinsic motivation and attitudes towards high-intensity interval training  
   Denver M.Y. Brown, McMaster University; Amanda Teseo, McMaster University; James A. Dimmock, University of Western Australia; Ben Jackson, University of Western Australia; Steven R. Bray, McMaster University

22. Motivational content in commercially available exercise DVDs  
   Bradley J. Cardinal, Oregon State University; Katelyn E. Kirk, Oregon State University; Brian Kuo, Oregon State University; Rosalee L. Locklear, Oregon State University; Kim A. Rogers, Oregon State University; Marita K. Cardinal, Western Oregon University

23. Longitudinal relationships between perceived variety, autonomous motivation, and exercise behavior  
   Benjamin D. Sylvester & Mark R. Beauchamp, The University of British Columbia

24. The predictive utility of personality traits on exercise dependence  
   Chiao-ying Chen & Li-Kang Chi, National Taiwan Normal University

25. Active Living Leaders Training Program for spinal cord injury: A peer training program with key components to influence users' self-efficacy  
   Lauren E. Salci, Spero Ginis, & Kathleen A. Martin Ginis, McMaster University

26. Analysis of self talk and imagery technique on emotional climate of paralympic athletes in Nigeria  
   Olufemi A. Adegbesan, University of Ibadan; Amaechi S. Chidi, University of Ibadan; Esther M. Oladejo, University of Ibadan; Adebiyi O. Oyekunle, University of Ibadan; Sanusi Mohammed, Nigeria Football Federation

27. The creation and dissemination of a positive athlete stereotype: Exploring the 2014 Sochi Paralympic Games media  
   Marie-Josée Perrier, McMaster University; Matt Ventesca, Queen's University; Kathleen A. Martin Ginis, McMaster University

28. Factors affecting development of high performance wheelchair basketball players  
   Nima Dehghansai, York University; Srdjan Lemez, York University; Nick Wattie, University of Ontario Institute of Technology; Joseph Baker, York University
29. **Gaining momentum: Barriers and facilitators of greater competitive level in parasport**
   Robert B. Shaw, McMaster University; Marie-Josee Perrier, McMaster University; Jessie N. Stapleton, Missouri Baptist University; Jasmin K. Ma, McMaster University; Hanna Fang, McMaster University; Duncan Campbell, Canadian Wheelchair Sports Association; Holly L. Tawse, McGill University; Kathleen A. Martin Ginis, McMaster University

30. **Sex-differences in theory-based predictors of sport among parasport athletes with mobility impairments**
   Jessie N. Stapleton & Kathleen A. Martin Ginis, McMaster University

31. **An exploration of the psychometric properties of the Youth Experience Survey with Canadian university athletes**
   Scott Rathwell & Bradley W. Young, University of Ottawa

32. **Girls on the Run: Impact of a positive youth development program on life skills, physical activity, and sedentary behavior**
   Maureen R. Weiss, University of Minnesota; Alison C. Phillips, University of Minnesota; Andrea Stark, University of Minnesota; Allison Riley, Girls on the Run International

33. **The effect of sporting context on PYD outcomes in youth sport**
   Philip Sullivan & Matthew Marini, Brock University

34. **Examining the leadership development of youth staff members at a residential summer camp**
   Kelsey Kendellen, Corliss N. Bean, Martin Camiré, & Tanya Forneris, University of Ottawa

35. **Are sport skills life skills (Part I)? Exploring which domains athletes transfer psychological skills to, and why**
   Barbi Law, Nipissing University; Jenny O, California State University, East Bay

36. **Are sport skills life skills (Part II)? Which psychological skills learned in sport transfer beyond sport?**
   Jenny O, California State University, East Bay; Barbi Law, Nipissing University

37. **Psychosocial outcomes in youth sport and physical activity in Botswana: The promise of research and theory building among African populations**
   Leapetswe Malete, University of Botswana

38. **Parent education in organized youth sport: Recommendations from parents, coaches, and administrators**
   Travis E. Dorsch, Keith V. Osai, Sarah Tulane, & Chalyce P. Carlsen, Utah State University

39. **Individual, relationship, and context factors associated with parent support and pressure in organized youth sport**
   Travis E. Dorsch, Utah State University; Alan L. Smith, Michigan State University; Aryn M. Dotterer, Purdue University

40. **‘Tips’ from the pros: Comparison of the highest and lowest scoring NHL teams on shot-type usage and effectiveness.**
   Scott Rathwell, University of Ottawa; Brad McKay, University of Ottawa; Jeffrey G. Caron, McGill University

41. **The adaptation experienced by Taiwanese professional baseball players in the United States**
   Li-Kang Chi, Meichi Chen, & Szuyu Chen, National Taiwan Normal University

42. **The relationship between mindfulness and golf putting performance**
   Hsin-yun Chuang & Li-Kang Chi, National Taiwan Normal University

43. **Biological evidence for inter-individual differences in movement imagery abilities**
   Brian D. Seiler, Florida Southern College; Roger D. Newman-Norlund, University of South Carolina; Eva Monsma, University of South Carolina
| 44. | Video games, deliberate play and sport specific knowledge  
Lucy Parrington, Clare MacMahon, & Lisa Wise, Swinburne University |
| 45. | Self-efficacy and performance in volleyball referees  
Benjamin D. Spencer & Deborah L. Feltz, Michigan State University |
| 46. | Asymmetrical analysis of sport spectator experiences for senior high school students in Taiwan  
Li-Shiue Gau, Asia University, Taiwan, China Medical University; Yun Dung, Asia University, Taiwan; Pi-Ju Huang, Asia University, Taiwan |
| 47. | From community sport capital to healthy sport lifestyle, satisfaction and life quality  
Li-Shiue Gau, Asia University, China Medical University; Mei-Hua Pu, Asia University; Yun Dung, Asia University |

**Developmental Perspectives**

| 48. | Effect of different positioning devices on leg movement quantity in infants  
Crystal Jiang & Beth A. Smith, University of Southern California |
| 49. | The effects of optic flow on tactiliy-facilitated neonatal stepping  
Marianne Barbu-Roth, Paris Descartes University; David I. Anderson, San Francisco State University; Aurélie Saulton, Paris Descartes University; Viviane Huet, Paris Descartes University |
| 50. | Motor-cognitive skill intervention in hospitalar environment: The impact in the development of infants with cystic fibrosis  
Gabriela M.P. Mattiello, HCPA Hospital of Clinics Porto Alegre; Carolina Panceri, UFRGS; Keila G. Pereira, UFRGS; Nadia C. Valentini, UFRGS |
| 51. | Determination of biological, social and environmental risk factors for hospitalization for respiratory disease of infants  
Carolina Panceri, Keila G Pereira, & Nadia C. Valentini, UFRGS |
| 52. | Gait adaptations at walk onset for infants wearing a flexible support garment  
Jennifer K. Sansom, Central Michigan University; Beverly D. Ulrich, University of Michigan |
| 53. | Effects of socioeconomic and overweight status on infants’ motor milestones  
Dokyeong Lee, New York University; Omar L. Majumder, New York University; Carmen Jimenez-Robbins, New York University; Whitney Cole, New York University; Shohan Hasan, New York University; Mary Jo Messito, New York University; Rachel Gross, Albert Einstein College of Medicine; Alan Lewis Mendelsohn, New York University; Karen Adolph, New York University |
| 54. | Effects of a traditional cradling practice on infant motor development  
Karen E. Adolph, New York University; Dokyeong Lee, New York University; Lana B. Karasik, College of Staten Island, The City of University of New York; Catherine S. Tamis-LeMonda, New York University |
Ting Liu, Texas State University; Sayed ElGarhy, Fayoum University; Casey M. Breslin, Temple University |
| 56. | Natural infant walking  
Dokyeong Lee, Shohan Hassan, & Karen E. Adolph, New York University |
| 57. | Postural sway of sitting infants on solid and foam surfaces while engaged in concurrent tasks  
Amanda J. Arnold, Rachel C. Harris, Joshua J. Liddy, & Laura J. Claxton, Purdue University |
| 58. | Is the goal of reaching altering object-directed looking patterns in infants?  
Rebecca F. Wiener & Daniela Corbeta, University of Tennessee |
59. Effects of active video gaming on executive function in children with and without autism spectrum disorder
   Daphne K. Golden, University of Scranton; Ling-Yin Liang, University of Evansville; Ryan Pohlig, University of Delaware; Nancy Getchell, University of Delaware

60. Examining prefrontal cortex activity during a cognitive and motor task in boys with and without Autism Spectrum Disorder
   Ling-Yin Liang, University of Evansville; Daphne K. Golden, University of Scranton; Nancy Getchell, University of Delaware

Motor Control

61. Plyometric catch training causes redistribution of neuromotor effort from compensatory to anticipatory control in catching
   William P. Berg, Brian J. Richards, Aaron M. Hannigan, & Kelsey L. Biller, Miami University

62. External focus distance and level of expertise in kayak sprinting
   Stephen Banks, University of Edinburgh; Peter Higgins, University of Edinburgh; John Sproule, University of Edinburgh; Gabriele Wulf, University of Nevada, Las Vegas

63. Does ischemia influence effector transfer?
   Stefan Panzer, Saarland University; Peter Leinen, Saarland University; Charles H. Shea, Texas A&M University

64. Intended phase transitions using Lissajous feedback
   Stefan Panzer, Saarland University; Deanna Kennedy, Texas A&M University; Charles H. Shea, Texas A&M University

65. An internal focus of attention impairs dynamic balance performance of children
   Reza Abdollahipour, Palacky University; Rudolf Psotta, Palacky University; Gabriele Wulf, University of Nevada, Las Vegas

66. Role of the supplementary motor area in rapid adjustment of brief interceptive action using predicted information
   Sachi Ikudome, Hiroki Nakamoto, & Shiro Mori, Natioanl Institute of Fitness and Sports in Kanoya

67. The effect of driving speeds and practice conditions on the movement performance of the table tennis forehand drives
   Kuo-Liang Chuang & Yeou-Teh Liu, National Taiwan Normal University

68. Preparation of bimanual reaching movements: contributions from directions and amplitudes
   Jarrod Blinch, University of British Columbia; Jada A. Holmes, University of British Columbia; Brendan D. Cameron, Universitat de Barcelona; Ian M. Franks, University of British Columbia; Romeo Chua, University of British Columbia

69. Visual anticipation of throw direction in team-handball penalties: Skill differences in information pick-up strategies
   Florian Loeffing, University of Kassel; Florian Sölter, University of Münster; Norbert Hagemann, University of Kassel; Bernd Strauss, University of Münster

70. Cognitive tasks of increasing load improve stability in challenging postural tasks
   Nadia Polskaia, Natalie Richer, Jeremie Thibault, Isabelle Labelle, & Yves Lajoie, University of Ottawa

71. Neural activation during real-time stuttering, synchronization timing, and sequential timing tasks
   Breanna E. Studenka & Ronald B. Gillam, Utah State University
72. **Auditory spatial localization and the cost of corrective limb modifications**  
Jessica K. Skultety, McMaster University; James J. Roberts, Liverpool John Moores University; James J. Burkitt, McMaster University; Steven Hansen, Nipissing University; James L. Lyons, McMaster University

73. **Interpersonal coordination in a ‘leader-follower’-relationship during balance tasks on a balance board**  
Eric Eils, Leonie Sieverding, Matthias Bischoff, Marc de Lussanet, & Karen Zentgraf, University of Münster

74. **Explicit response codes modulate the influence of emotional stimuli on approach-avoidance behavior and selectively impact subjective emotional experience**  

75. **The effects of age on timing of gross and fine motor movements**  
Zach T. Skabelund, Daisha L. Cummins, Sushma Alphonsa, Breanna E. Studenka, & Kodey Myers, Utah State University

76. **The effect of attentional focus in balancing tasks: A meta-analysis**  
Taewon Kim, Texas A&M University; Judith Jimenez, University of Costa Rica

77. **Sensory motor rhythm/theta ratio differences between good and poor putting performance in skilled golfers**  
Yi-ting Chang, National Taiwan Normal University; Kuo-Pin Wang, National Taiwan Normal University; Tai-Ting Cheng, National Taiwan Normal University; Chung-Ju Huang, University of Taipei; Tsung-Min Hung, National Taiwan Normal University

78. **Identifying the behavioural mechanisms of the quiet eye in skilled and less-skilled archers during aiming tasks**  
Claudia C. Gonzalez, Brunel University London; Sean Williams, Brunel University London; Joe Causer, Liverpool John Moores; Chris Miall, University of Birmingham; Michael Grey, University of Birmingham; Glyn Humphreys, University of Oxford; A. Mark Williams, Brunel University London

79. **The discrepancy of cognitive function between opened-skill and closed-skill athletes**  
Chiachuan Yu & Suyen Liu, National Chung Cheng University

*Motor Learning*

80. **Autonomy support, enhanced expectancy, and external focus: Additive effects for motor learning**  
Gabriele Wulf, University of Nevada, Las Vegas; Suzete Chiviacowsky, Federal University of Pelotas; Priscila Cardozo, Federal University of Pelotas; Kimberly Palmer, University of Nevada, Las Vegas

81. **Effects of feedforward video self-modeling on bilateral transfer of a rugby passing skill**  
David I. Anderson & Brian Keaney, San Francisco State University

82. **The effect of physical and mental practice on clinical skill learning**  
Melanie E. Perreault, Chris Brown, Rob Doan, & David Dolbow, The University of Southern Mississippi

83. **Promoting gross motor skill in toddlers: ‘Active Beginnings’, a randomized controlled trial**  
Sanne Veldman, Tony Okely, & Rachel Jones, University of Wollongong

84. **Effects of self-controlled feedback on the acquisition of a balance task**  
Joao A.C. Barros, Alan Q. Tran, Tyler Aisner, & Leo T. Salvador II, California State University Fullerton
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Authors</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>85.</td>
<td>The effects of high-low self-controlled feedback on motor learning and error detection capability</td>
<td>Chinger Lin &amp; Shu-Hua Lee</td>
<td>National Taichung University of Education</td>
</tr>
<tr>
<td>86.</td>
<td>Looking to learn: Visual guidance accelerates observational learning of the full golf swing</td>
<td>Giorgia D’Innocenzo, Daniel Bishop, Claudia C. Gonzalez, &amp; A. Mark Williams</td>
<td>Brunel University London</td>
</tr>
<tr>
<td>87.</td>
<td>Implicit versus explicit self-defense instruction on self-efficacy, affect, and subjective well-being</td>
<td>Margaret Perry Sanders, Nicholas Murray, Deirdre Dlugonski, &amp; Tom Raedeke</td>
<td>East Carolina University</td>
</tr>
<tr>
<td>89.</td>
<td>The motor learning effects of applying knowledge of results with increasing precision when practicing a novel throwing task</td>
<td>Masahiro Yamada, Sharrell Straughter, &amp; Jared M. Porter</td>
<td>Southern Illinois University</td>
</tr>
<tr>
<td>90.</td>
<td>Examining the role of consolidation for new motor learning following random and blocked practice</td>
<td>Taewon Kim &amp; David L. Wright</td>
<td>Texas A&amp;M University</td>
</tr>
<tr>
<td>91.</td>
<td>Learner-adapted motor skill acquisition: the influence of practice schedule on individual practice phases and consolidation of motor skills</td>
<td>Katie Wadden, Nicola Hodges, &amp; Lara Boyd</td>
<td>University of British Columbia</td>
</tr>
</tbody>
</table>
Motor Control

1. **Attentional focus cues effect on object control skill performance in elementary children**  
   Kara K. Palmer, University of Michigan; Jacqueline M. Irwin, Auburn University; Abigail Dennis, Auburn University; Jared M. Porter, Southern Illinois University; Leah E. Robinson, University of Michigan

2. **Forward thinking: When a distal focus makes you faster**  
   Stephen Banks, University of Edinburgh; John Sproule, University of Edinburgh; Peter Higgins, University of Edinburgh; Gabriele Wulf, University of Nevada, Las Vegas

3. **Optimizing high ID performance: The role of the tracking template**  
   Jason B. Boyle, The University of Texas at El Paso; Deanna M. Kennedy, Texas A&M University; Chaoyi Wang, Texas A&M University; Charles H. Shea, Texas A&M University

4. **The influence of integrated feedback information on bimanual force control in older adults**  
   Deanna M. Kennedy & Charles H. Shea, Texas A&M University

5. **Gait variability in stroke survivors and healthy older adults**  
   Ruth D. Stout, University of North Carolina at Greensboro; Michael D. Lewek, University of North Carolina in Chapel Hill; Scott E. Ross, University of North Carolina at Greensboro; Christopher K. Rhea, University of North Carolina at Greensboro

6. **Collective variable of a postural control system in a dynamic balance task**  
   Ji hyun Ko, Montana State University; Karl M. Newell, University of Georgia

7. **Gunslinger effect and Müller-Lyer illusion: The role of target context during intended and reacted goal-directed aims**  
   James W. Roberts, Jim L. Lyons, Daniel Garcia, Raquel Burgess, & Digby Elliott, McMaster University

8. **Split attention degrades performance of complex bimanual patterns, e.g., producing a 1:1 90° relative phase or producing a 1:2 temporal pattern**  
   In chon Park & John J. Buchanan, Texas A&M University

9. **Fitts’ law behavior when producing rapid aiming movements with delayed visual feedback**  
   Andres F. Beltran-Pulido, James R. Chagdes, Howard N. Zelaznik, George Chiu, Jeffrey M. Haddad, Shirley Rietdyk, & Arvind Raman, Purdue University

10. **The effects of focus of attention on visuomotor performance and EMG activity in cancer patients**  
    Margaret French, Leah Belsley, & Jared M. Porter, Southern Illinois University

11. **Effects of load configuration on movement coordination and visual information pick-up in expert marksmanship performance**  
    Jongil Lim, Michael A. Busa, Avelino Amado, Rosado D. Luis, Simon Darnell, Scott W. Ducharme, Christopher J. Palmer, & Richard E.A. Van Emmerik, University of Massachusetts

12. **Effects of motivation orientation on non-linear aspects of motor performance and retention**  
    Natalie L. Ferguson, Cameron S. Olsen, Breanna E. Studenka, Travis E. Dorsch, & Richard D. Gordin, Utah State University

13. **Biological predispositions alter affectively modulated motor action in the absence of distance regulation**  
    Kyoungshin Park, Hyokeun Lee, Bradley Fawver, Chris J. Hass, & Christopher M. Janelle, University of Florida
14. Effect of precision demand on the end-state comfort of children with Developmental Coordination Disorder
   Raquel de Melo Martins, Josiane Medina Papst, Marcelo Alves Costa, Thiago Viana Camata, & Inara Marques, Universidade Estadual de Londrina

15. Vision and expertise in swimming starts: Do they mix?
   Damian Farrow, Victoria University and Australian Institute of Sport; Elaine Tor, Victoria University and Australian Institute of Sport; Paul Glazier, Victoria University; David Pease, Australian Institute of Sport

16. Where bimanual coordination pattern interacts with element difficulty: Examining coupling stability and harmonic nature of bimanual sequences
   Chaoyi Wang, Deanna M. Kennedy, & Charles H. Shea, Texas A&M University

17. Are experts in physical rotation better in mental rotation?
   Holger Heppe, Stefan Schumacher, & Karen Zentgraf, University of Münster

Motor Learning

18. Engaging environments enhance motor skill learning in a computer gaming task
   Keith Lohse, Auburn University; Lara A. Boyd, University of British Columbia; Nicola J. Hodges, University of British Columbia

19. Are eye-movements necessary to learn a visuo-motor task?
   Stefan Panzer, Saarland University; Matthias Massing, Saarland University; Yannick Blandin, University of Poitiers

20. Rapid decay of fast visuomotor adaptation
   Basel Zbib, Kiarash Akhvan, Mohammad Abu-Shaaban, & Erin Cressman, University of Ottawa

21. The impact of observing flawed demonstrations on clinical technical skill learning
   Arthur M. Welsher, McMaster University; Laura Vanderbeek, McMaster University; David Rojas, University of Toronto; Zain Khan, University of Ontario Institute of Technology; Bill Kapralos, University of Ontario Institute of Technology; Lawrence E.M. Grierson, McMaster University

22. Effect of self-regulated and progressively increasing difficulty practice schedules on whole body motor skill learning
   Hsiu-Hui Chen, Wei Yun Lee, & Chi-Lun Han, Taitung University

23. Team-based learning outcomes: Developing a survey instrument to evaluate student learning
   Ann L. Smiley-Oyen, Lisa Ogler, Georgeann Artz, Monica Lamm, Michael Dorneich, Holly Bender, Sara Bickelhaupt, Sandra Gahn, Cassandra Dories, & Keri Jacobs, Iowa State University

24. Acute aerobic exercise effects on motor learning and neuroplasticity
   Cameron S. Mang, Nicholas J. Snow, Kristin L. Campbell, & Lara A. Boyd, University of British Columbia

25. ‘Matched’ or ‘Mismatched’ learning in pairs: Evaluation of dyad practice in a multi-skill context
   April D. Karlinsky, Jaspreet Dhillon, Nicola J. Hodges, University of British Columbia

26. Transfer of learning between unimanual and bimanual rhythmic movement coordination is a function of the task dynamic (information and stability)
   Winona Snapp-Childs, Indiana University; Andrew D. Wilson, Leeds Beckett University; Geoffrey P. Bingham, Indiana University

27. Methods to improve performance and retention on a symmetric task
   Josie H. Ferrandino & Jody Jensen, The University of Texas at Austin
28. **Effects of instruction on self-efficacy during self-controlled learning**  
   Tyler Aisner, Erika G. Mora, Andrea Becker, & Joao A.C. Barros, California State University Fullerton

*Sport and Exercise Psychology*

29. **Rating of perceived exertion and affect during a 30-minute moderate exercise bout in young cancer survivors: A pilot study**  
   Amanda J. Wurz, Erin K. Wing, & Jennifer Brunet, University of Ottawa

30. **Does a single bout of ‘green exercise’ enhance the affective experience and future exercise behavior? A pilot study**  
   Ford B. Dyke, Taylor L. Buchanan, Beverly Z. Crawford, & Matthew W. Miller, Auburn University

31. **Effects of cinnamon scent administration on physiology, range of motion, mood, anxiety and perceived workload during a multi-session physical therapy program**  
   Bryan Raudenbush, Kristin Johnson, Sierra Moore, Jessica Florian, & Allison Burke, Wheeling Jesuit University

32. **The relationship between competitive anxiety in sport and error monitoring in long-distance runners**  
   Yuya Maruo & Hiroaki Masaki, Waseda University

33. **Effects of an 8-month physical activity intervention on Brain-Derived Neurotrophic Factor (BDNF): The Physical Activity and Alzheimer’s Disease (PAAD) Study**  
   Jennifer L. Etnier, William B. Karper, Aaron T. Piepmeier, Laurie L. Wideman, & Michael A. Castellano, University of North Carolina at Greensboro

34. **Acute exercise and neurocognitive development in preadolescent and young adults: An ERP study**  
   Chien-heng Chu, National Taiwan Sport University; Tai-Fen Song, National Taiwan Sport University; Feng-Tzu Chen, National Taiwan Sport University; Yen-Shan Chang, National Taiwan Sport University; Yu-Kai Chang, National Taiwan Sport University

35. **Exercise modality associated with special working memory tasks in late middle-aged adults**  
   Chih-Han Wu, National Taiwan Sport University; Feng-Tzu Chen, National Taiwan Sport University; Yu-Ming Ho, Hsiuping University of Science and Technology; Yu-Kai Chang, National Taiwan Sport University

36. **Effects of exercise involving open-skills and group characteristics on the Stroop Test performance: An intervention study**  
   Lin Chi, Ta Hwa University of Science and Technology; Ming Yu Ho, Hsiuping University of Science and Technology; Chih-Han Wu, National Taiwan Sport University; Yu-Kai Chang, National Taiwan Sport University

37. **Effect of jump rope exercise program on executive function in obese preadolescents: An RCT Study**  
   Jen-Hao Liu, Kao-Teng Yang, Chun-Chih Wang, & Yu-Kai Chang, National Taiwan Sport University

38. **Effects of aerobic exercise intervention on cognitive functions among individuals with low physical fitness status**  
   Yu-Ming Ho, Hsiuping University of Science and Technology; Lin Chi, Ta Hwa University of Science and Technology; Jen-Hao Liu, National Taiwan Sport University; Yu-Kai Chang, National Taiwan Sport University
39. **Acute aerobic exercise facilities multiple aspects of cognition: An ERP and serum BDNF Study**
   Chun-Chih Wang, Jen-Hao Liu, Lin Chi, & Yu-Kai Chang, National Taiwan Sport University

40. **Aerobic and coordination exercises are differently associated with cognitive functions and neuroelectrical activation in older adults**
   Kao-Teng Yang, Yen-Shan Chang, Chien-Heng Chu, Chun-Chih Wang, & Yu-Kai Chang, National Taiwan Sport University

41. **An exploration of peer leadership and group dynamics in high school spirit teams**
   Chelsea P. Pierotti & Megan Babkes Stellino, University of Northern Colorado

42. **A group-based sprint interval training program for amateur athletes**
   Luc J. Martin, University of Lethbridge; Scott H. Anderson, University of Lethbridge; Matthew S. Schmale, University of Lethbridge; Katie M. Couture, University of Lethbridge; Jillian R. Hallworth, University of Lethbridge; Tom J. Hazell, Wilfrid Laurier University

43. **Stuck like glue: The relationship between cohesion and psychological climate**
   Kathryn A. McLeland, Sarah K. Hamamoto, & Kathleen S. Wilson, California State University, Fullerton

44. **Can athlete’s perceptions of coaching staff cohesion predict collective efficacy?**
   Emily A. Guerin, Jennifer A. Tomayer, Todd M. Loughead, & Krista J. Munroe-Chandler, University of Windsor

45. **Effects of a coaching communication workshop on alpine ski coaches’ perceptions for engaging in RISE-enhancing interactions with their athletes**
   Paul D. Saville, Azusa Pacific University; Steven R. Bray, McMaster University

46. **Absolute and relative coach-athlete interactions: How you think your coach treats you compared to the rest of your team**
   Cheryl P. Stuntz, St. Lawrence University; Caitlin L. Boreyko, Ithaca College

47. **The relationship between passion and burnout in coaching: An assessment of characteristics that influence passion and burnout levels in coaches**
   Kyle F. Paradis, Paige Pope, & Craig R. Hall, University of Western Ontario

48. **Implementation of the Positive Coaching Alliance (PCA) training model with adolescent athletes: A mixed-methods evaluation of coaches’ perspectives**
   Kaitlyn A. Ferris, Andrea E. Vest Ettekal, Jennifer P. Agans, & Brian M. Burkhard, Tufts University

49. **The influence of attractiveness on the perception of coaches’ trustworthiness**
   Dennis Dreiskeamper, Silke Koester, Barbara Halberschmidt, University of Münster

50. **The mediating role of perceived coach autonomy-support behavior in the relationships between attachment styles, well-being, and perceived competence among high school student-athletes**
   Szuyu Chen & Li-Kang Chi, National Taiwan Normal University

51. **The relationship between perceived coaching anti-doping efficacy and athletes’ performance enhancement attitudes**
   Philip Sullivan & Parmida Razavi, Brock University

52. **Mediation effects of perceived coaching behaviors on the relationships between dualistic model of passion and coach-athlete relationship in collegiate athletes**
   Seongkwan Cho, Florida State University; Hun-hyuk Choi, Dankook University; Jin-Young Huh, Dankook University; Seong-Moo Park, Dankook University
<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>Using short vignettes to disentangle perceived capability from motivation: A test using walking and resistance training behaviors</td>
<td>Ryan E. Rhodes, University of Victoria; David M. Williams, Brown University; Chetan D. Mistry, University of Victoria</td>
</tr>
<tr>
<td>54</td>
<td>Barriers and facilitators to physical activity participation in populations with disability: Mobilizing the next steps</td>
<td>Jasmin K. Ma, McMaster University; James H. Rimmer, Lakeshore Foundation/University of Alabama-Birmingham Research Collaborative; Kathleen A. Martin Ginis, McMaster University</td>
</tr>
<tr>
<td>55</td>
<td>Physical risk-taking and goal orientation in relation to intrinsic motivation among skateboarders</td>
<td>Michael Boyd, Mi-Sook Kim, Elijah Bollas, Jimmy Enomoto, Ngo Hoang, Tony Lam, Brendon Lausteer, &amp; Jacqueline Santa-Iglesia, San Francisco State University</td>
</tr>
<tr>
<td>56</td>
<td>Being physically active during menstruation: Using the theory of planned behavior to predict the intention and behavior</td>
<td>Camille M. Croteau &amp; Kathleen S. Wilson, California State University, Fullerton</td>
</tr>
<tr>
<td>57</td>
<td>Physical activity motivators and benefits among highly physically active individuals with MS</td>
<td>Kimberly S. Faszcowski, Sara M. Rothberger, &amp; Diane L. Gill, University of North Carolina at Greensboro</td>
</tr>
<tr>
<td>58</td>
<td>Singaporean college students’ motivation for physical activity: What motivates them to want to be physically active</td>
<td>Boon San Coral Lim, National Institute of Education / Nanyang Technological University; Miao Qin Sim, National Institute of Education / Nanyang Technological University; Rachel Evans, NA</td>
</tr>
<tr>
<td>59</td>
<td>Physical activity and its relationship with other goals or behaviors: A systematic review</td>
<td>Chetan D. Mistry &amp; Ryan E. Rhodes, University of Victoria</td>
</tr>
<tr>
<td>60</td>
<td>Affective judgements of physical activity may depend on reflections of feelings during and after physical activity and the type of activity</td>
<td>Chetan D. Mistry &amp; Ryan E. Rhodes, University of Victoria</td>
</tr>
<tr>
<td>61</td>
<td>Examining a multidimensional model of social support and physical activity among first year university students</td>
<td>Tanya M.F. Scarapicchia, Catherine M. Sabiston, &amp; Guy Faulkner, University of Toronto</td>
</tr>
<tr>
<td>62</td>
<td>“Sweet likes”: Social media interactions about physical activity</td>
<td>Sean Pinkerton, California State University, Fullerton; Jessi L. Tobin, California State University, Fullerton; Sydney C. Querfurth, University of Münster; Iowayna M. Pen, California State University, Fullerton; Kathleen S. Wilson, California State University, Fullerton</td>
</tr>
<tr>
<td>63</td>
<td>“Try not to show up the oldies”: Identifying age-related stereotypes about exercise through active participation</td>
<td>Jochen G. Bocksnick &amp; Mary Dyck, University of Lethbridge</td>
</tr>
<tr>
<td>64</td>
<td>Working harder: The relationship between psychological climate and effort in exercise</td>
<td>Sarah K. Hamamoto, Kathyrn McLeland, &amp; Kathleen S. Wilson, California State University, Fullerton</td>
</tr>
<tr>
<td>65</td>
<td>The role of risk perception in relation to message framing strategies to promote the behaviour of action planning for physical activity</td>
<td>Rebecca Gunter, York University; Sarah D. Hall, York University; Shane Sweet, McGill University; Lindsay Duncan, McGill University</td>
</tr>
</tbody>
</table>
66. Testing the relationships among self-compassion, quality of life, and physical activity for women diagnosed with breast cancer
   Vicki Ebbeck, Brian J. Souza, Erin Mitchell, & Kim Rogers, Oregon State University

67. The relationship between moderate to vigorous intensity physical activity and resting EEG in children with attention deficit/hyperactivity disorder
   Chien-lin Yu, National Taiwan Normal University; Yu-Jung Tsai, National Taiwan Normal University; Ching-Ju Huang, University of Taipei; Tsung-Min Hung, National Taiwan Normal University

68. MS Get Fit Toolkit: Evaluation of a physical activity information resource for Canadian adults with multiple sclerosis
   Krystn Orr, University of Toronto; Amy E. Latimer-Cheung, Queen’s University; Kelly P. Arbour-Nicitopoulos, University of Toronto; Kathleen A. Martin Ginis, McMaster University

69. Research on learning engagement factors of PE academic graduates
   Changfen Lu, Xiaobing Luo, & Fang Zheng, Central China Normal University

70. Using self-reported and objective measures of self-control to predict exercise and academic behaviours among first-year university students
   Matthew J. Stork, Jeffrey D. Graham, Steven R. Bray, & Kathleen A. Martin Ginis, McMaster University

71. Increasing control beliefs towards exercise: Results from an intervention among college students
   Jean Lemoyne, Emilie Lachance, & Dominic Thibault, Université du Québec à Trois-Rivières

72. The effect of self-control strength depletion on respiratory gas exchange and exercise performance during a maximum effort cycling task
   Jennifer C. Zering, Jeffrey D. Graham, & Steven R. Bray, McMaster University

73. Moderating effects of feedback sign and self-control strength depletion on resistance exercise performance
   Jeffrey D. Graham & Steven R. Bray, McMaster University

74. Self-control strength depletion reduces self-efficacy and impairs endurance exercise performance
   Jeffrey D. Graham & Steven R. Bray, McMaster University

Developmental Perspectives

75. Postural control development through early adulthood
   Brian L. Cone, University of North Carolina at Greensboro; Adam W. Kiefer, University of Cincinnati; Christopher K. Rhea, University of North Carolina at Greensboro; Catherine C. Quatman-Yates, University of Cincinnati; Michael A. Riley, University of Cincinnati

76. Categorization in rock climbing
   Thomas Schack, Bielefeld University

77. Is proprioception a critical factor for obstacle avoidance behaviors in Parkinson’s disease?
   Quincy J. Almeida, Wilfrid Laurier University

78. Contributions of proprioception and optic flow to gait toward a target in Parkinson’s disease
   Fabio A. Barbieri, Universidade Estadual Paulista, Bauru; Lillian T.B. Gobbi, Universidade Estadual Paulista, Rio Claro

79. Developmental changes in object-based and egocentric transformations
   Jennifer Lehmann, Sandra Kaltner, & Petra Jansen, University of Regensburg
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>Extended retention of gait patterns after training with a fractal visual stimulus</td>
<td>Chanel T. LoJacono, Logan J. Frame, &amp; Christopher K. Rhea, University of North Carolina at Greensboro</td>
</tr>
<tr>
<td>81</td>
<td>Do self conscious emotions mediate the relationship between anxiety &amp; physical activity?</td>
<td>Holly Howe, University of Toronto; Catherine M. Sabiston, University of Toronto; Jennifer O'Loughlin, University of Montreal</td>
</tr>
<tr>
<td>82</td>
<td>Effects of breathing patterns and the relationship between speed and accuracy</td>
<td>Aiko Fujimoto &amp; Tadao Ishikura, Doshisha University</td>
</tr>
<tr>
<td>83</td>
<td>Children’s structure of gait variability is altered while wearing athletic footwear compared to barefoot</td>
<td>Bryon C. Applequist, Anastasia Kyvelidou, &amp; Sara A. Myers, University of Nebraska at Omaha</td>
</tr>
<tr>
<td>84</td>
<td>Use of mental imagery strategies to reduce fall risk in the elderly</td>
<td>Alberto Cordova, University of Texas – San Antonio; Daniela Mendez Azuela, University of Texas - San Antonio; Ashley Fox, Texas A&amp;M University; Carl Gabbard, Texas A&amp;M University</td>
</tr>
<tr>
<td>85</td>
<td>Plantar pressure regularity is increased under the lateral forefoot in the elderly</td>
<td>Eric J. Pisciotta &amp; Jennifer M. Yentes, University of Nebraska at Omaha</td>
</tr>
<tr>
<td>86</td>
<td>Visual flow stimulation improves perturbation response in experienced ice skaters</td>
<td>Brittany Mercier, N. de Bruin, C. Steinke, L. Brown, &amp; J. Doan, University of Lethbridge</td>
</tr>
<tr>
<td>87</td>
<td>Training of compliance control at different ages (5-10 years) and scales of movement yields general learning with some scale specificity</td>
<td>Winona Snapp-Childs &amp; Geoffrey P. Bingham, Indiana University</td>
</tr>
<tr>
<td>88</td>
<td>Explicit motivations modify occupational handling strategies and postures</td>
<td>Harsha Bandaralage, Claudia Gonzalez, Matthew Tata, Jon Doan, University of Lethbridge</td>
</tr>
<tr>
<td>89</td>
<td>Modulation of kinesthetic impairment in bimanual movements</td>
<td>Faith Lincoln, Florian Kagerer, &amp; Jayne Ward, Michigan State University</td>
</tr>
<tr>
<td>90</td>
<td>Pushing yourself, carrying others: Occupational affordances are dictated by co-worker capacity</td>
<td>Jon B. Doan, Harsha Bandaralage, Dustin McCubbing, Marina da Costa Foes, &amp; Andy Dobbs, University of Lethbridge</td>
</tr>
<tr>
<td>91</td>
<td>Balance strategies depend on age while establishing single leg stance</td>
<td>Karen Roemer, Central Washington University; Louisa D. Raisbeck, University of North Carolina at Greensboro</td>
</tr>
</tbody>
</table>