

Welcome to
the...

DSEC LAB

NEWSLETTER

December 2023

*Welcome to our first newsletter!
You are receiving this newsletter because
your child participated in one of our studies.*

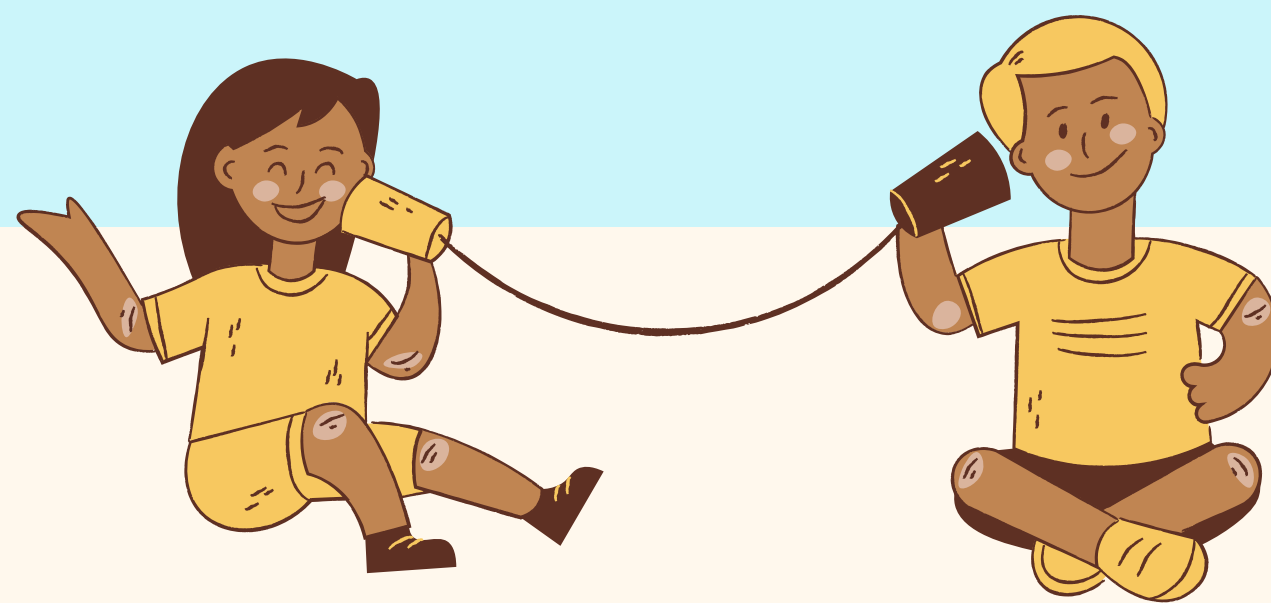
Inside, you will find...

Study findings

Information about new studies

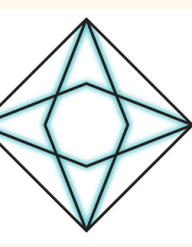
Activities for winter break

& events where you can find us!



Scroll to find out more!

Did your child participate in our LISTEN Study?



Read below to find out more about what we were studying and what we found!

Study Design



Teens in a previous study (speakers) were asked to **act-out their response to made-up situations involving peer conflict** with an instigator. The group of speakers was asked to act-out one natural response to the conflict situation, one purposefully mean response, and one purposefully friendly response. They also **answered questions** about how they would normally respond to situations of peer conflict in real life.



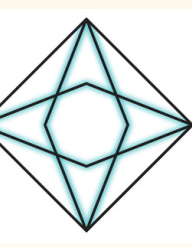
If your child participated in the LISTEN study, they were a listener!

129 adolescents

Ages 10-14

A separate group of teens (listeners) **listened to audio recordings of speakers' responses**. Listeners were asked how mean or friendly each response sounded to them and how appropriate to the peer conflict situation each response was. Listeners were also **asked questions** about their social and emotional well-being.

LISTEN STUDY FINDINGS



Initial Findings

Speaker

Speakers who said that they would respond to real life peer conflict using more assertive kinds of strategies were **rated as sounding friendlier** by other teens.

An example of an assertive response would be seeking an explanation for the conflict

Speakers who said their responses **faster** were **rated as sounding friendlier** by other teens.



Listener

Listeners who thought the conflict instigator was **meaner** were more likely to think that speakers' **mean responses** were a more appropriate way to handle the conflict.



More findings to come as we continue to explore the data!



What does this all mean?

1. When teens are dealing with peer conflict, how they respond influences how they are perceived by peers. It's not only what they say but **how they say it that matters**.
2. There are **individual differences** in how teens use their words to respond to peer conflict, and these differences partly explain why **some responses might be more effective than others**.



Thank you to everyone who participated in our LISTEN Study!

NEW STUDY AT THE DSEC LAB!

Is your child interested in science and research? If they enjoyed the last study with us, they may be interested in a new study we just launched. See the details below!



Can you help us understand how teens learn to interpret emotional faces & voices?



DETECT-AF

A research study for
12- to 15-year-old teens & their friends

2 visits
(each 2
hours)

At Queen's
University

Must bring a **friend & caregiver**
to the first visit to participate too

\$100 for teens
\$40 for friends & **\$20** for caregivers
Parking costs covered

Tasks include:

- attention game (while we track your eye movements!)
- emotional expression task (in our recording studio!)
- emotion recognition and rating tasks (in an **MRI** scanner!)
- questionnaires about your social & emotional experiences

and more!

Teens will get to experience brain imaging firsthand*
and will even receive an image of their brain!

* Participants will be screened to ensure they can complete an MRI scan safely.

We will also ask you to come back in 1 year to do it all again!

Interested?
Please send us
an email at

dseclab@queensu.ca

Learn more at michele.morningstar.com/dseclab/get-involved



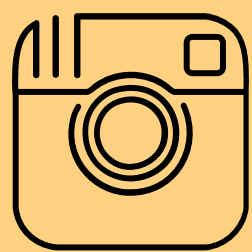
@dseclab



Are you curious about the use of fMRI in research?



Did you know that we share information about developmental psychology science on our Instagram, Facebook, and Twitter accounts? We share posts like these, that explain aspects of our studies and research!

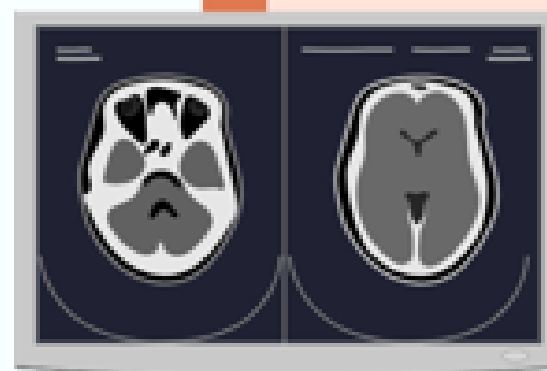


@dseclab

1.

What is an fMRI scan?

An **fMRI** (functional Magnetic Resonance Imaging) scan measures **blood flow** by using **magnetic fields** to show activity in the brain



(Glover, 2011)

2.

How is fMRI used?

fMRI is used in **many different contexts** ranging from **medical** (e.g. getting a post-concussion scan) to **experimental** (e.g. participating in a psychology research study)



(Glover, 2011)

3.

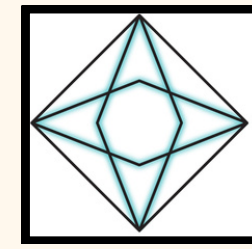
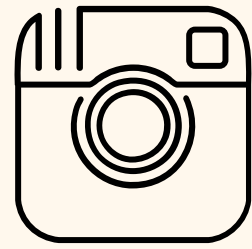
Is fMRI safe?

- fMRI scans are generally considered **safe ways** to measure brain activity
- **Strict operating procedures** ensure the safety of both eligible participants and operators
- For this reason, fMRI is **used for psychological studies** such as ones in this lab!



(Sammet, 2016)

Check us out on the following platforms for resources, videos and activities!



Follow us on social media @dseclab and check out our website
<https://www.michelemorningstar.com/dseclab>

Where to find us!

Come see us at our upcoming events!

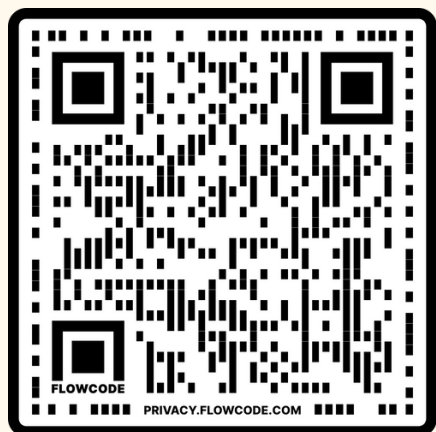
Memorial Centre Farmers' Market: Sunday January 14, 9am-2pm, 303 York St, Kingston, ON K7K 4M4

Let's Talk Science: Teachers can request our workshop (Let's Talk Emotional Communication) from Let's Talk Science at this link: <https://letstalkscience.ca/outreach/queensu>

Register for our Developmental Database!



If you want to be kept in the loop about more research studies conducted by the Department of Psychology at Queen's (by the DSEC Lab and others!), you can sign up to be part of the Developmental Database. You aren't signing up for a specific study - just to hear about those that your child may be eligible for!



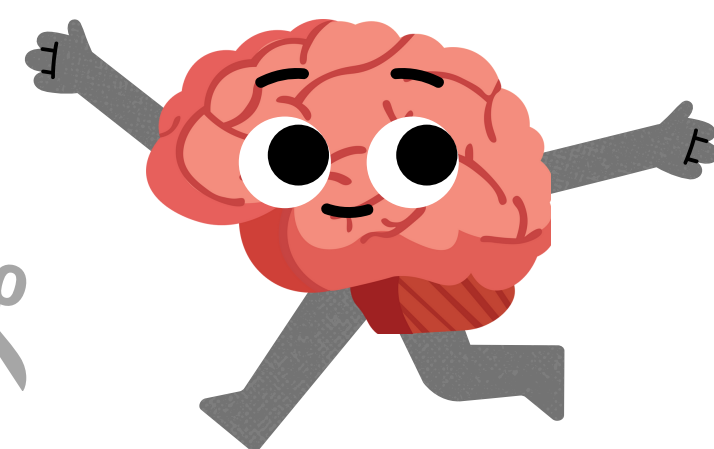
Scan the QR code or use the link to sign-up for the Queen's University Developmental Database!

Link: https://queensu.qualtrics.com/jfe/form/SV_e8lLeFlacKSnR5A

Scroll down to find our activity pages!

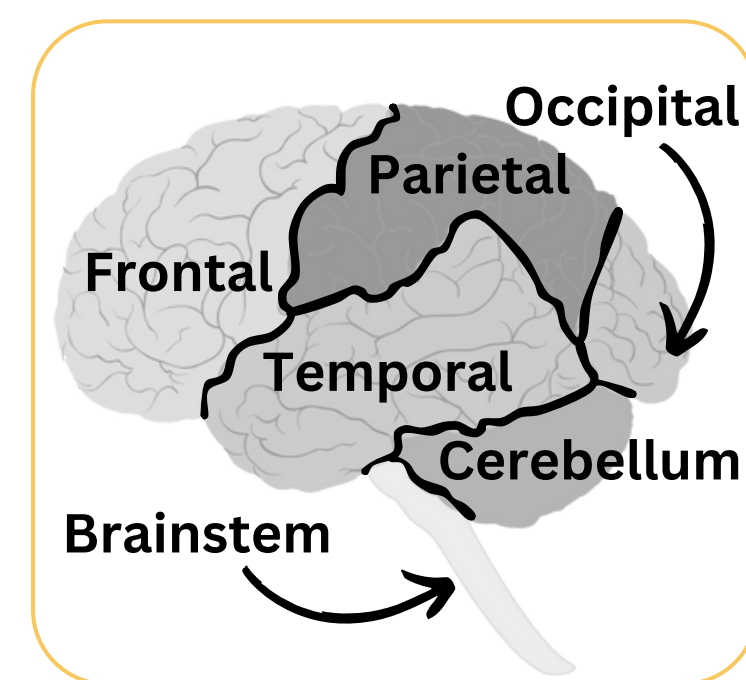


BRAIN LOBES ACTIVITY SHEET



Save this as a bookmark!

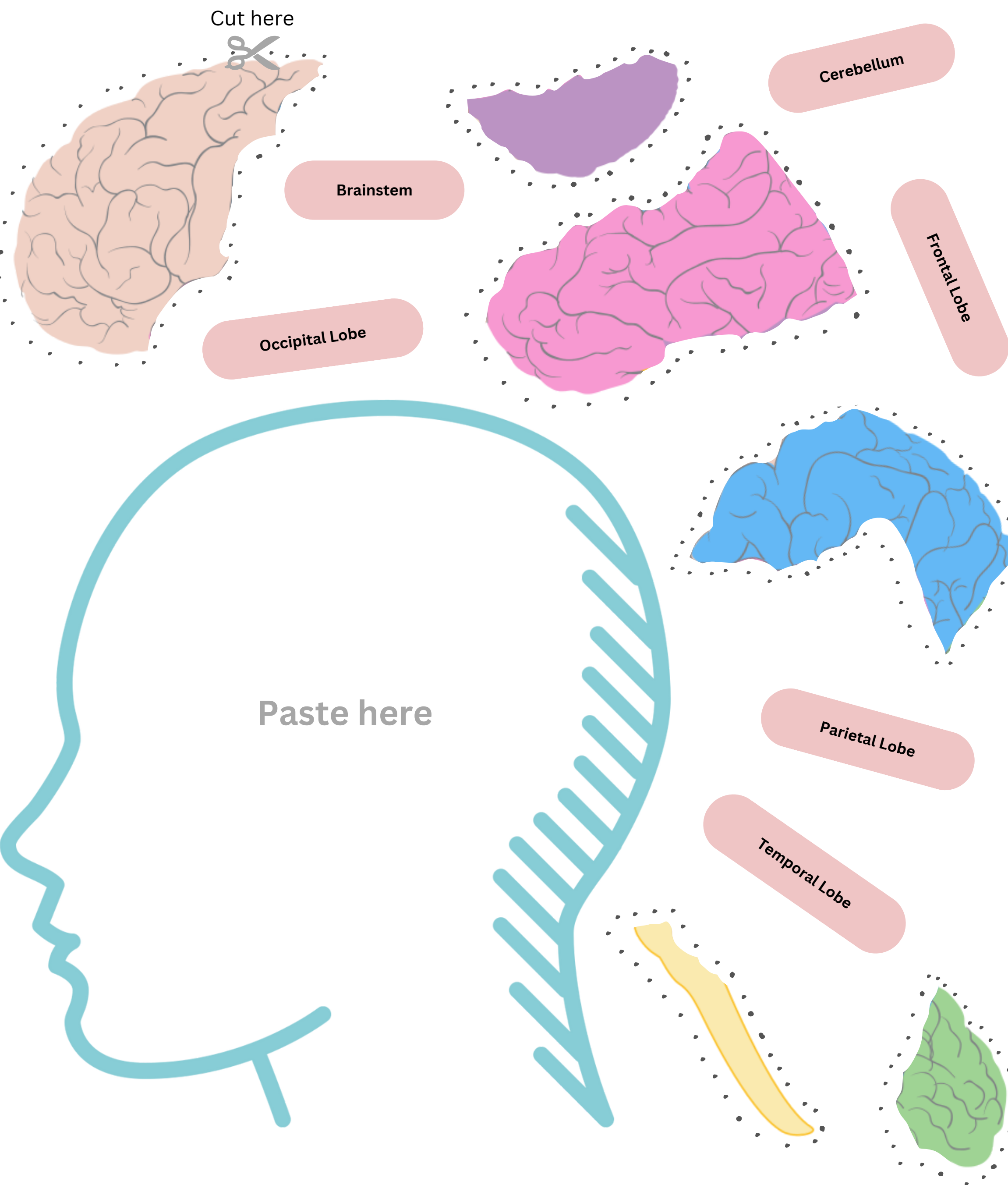
RESEARCH TIME!



Use a search engine to conduct research and learn what these lobes are involved in!

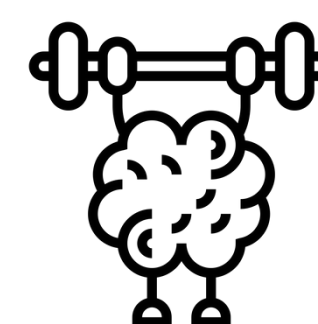
Of course, many parts of the brain work together to help us see, hear, and more!

1. My _____ helps me see.
2. The _____ helps me hear.
3. My _____ helps me with judgement and decision-making!
4. The _____ connects my brain to my spinal cord.
5. The _____ helps regulate motor function.



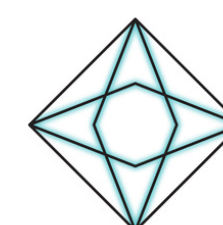
INSTRUCTIONS

- 1 **VIEW THE BRAIN DIAGRAM IN THE UPPER RIGHT CORNER**
- 2 **CUT OUT THE LOBES & LABELS ABOVE**
- 3 **PASTE THE LOBES & LABELS INSIDE THE HEAD ACCORDING TO THE DIAGRAM!**



ANSWER KEY

1. Occipital lobe
2. Temporal lobe
3. Frontal lobe
4. Brainstem
5. Cerebellum



DEVELOPMENT OF
SOCIAL & EMOTIONAL
COMMUNICATION LAB

@dseclab@queensu.ca

I am feeling...

Happy holidays

holidays

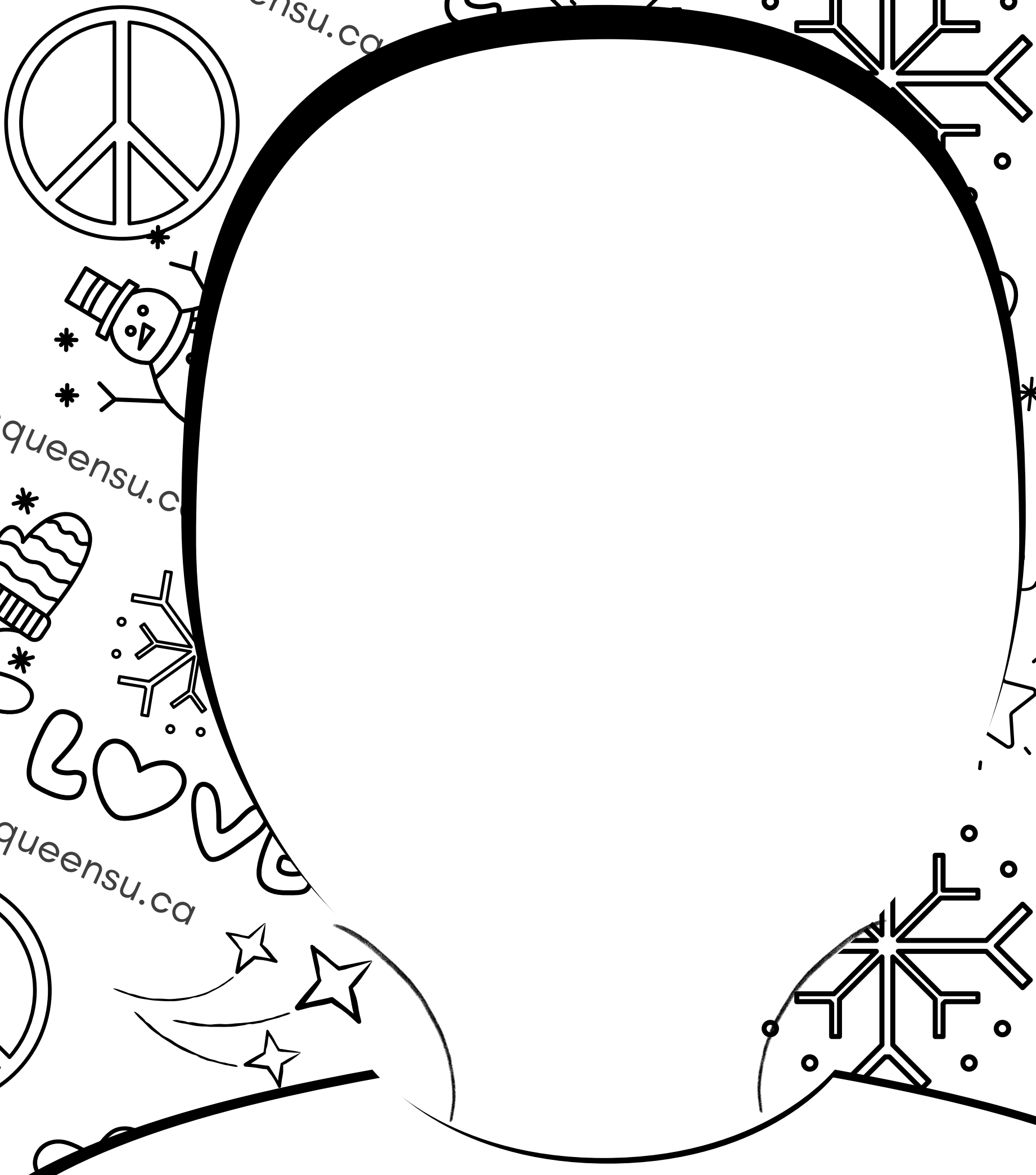
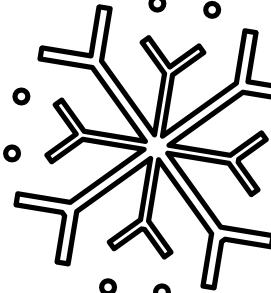
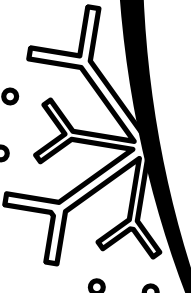
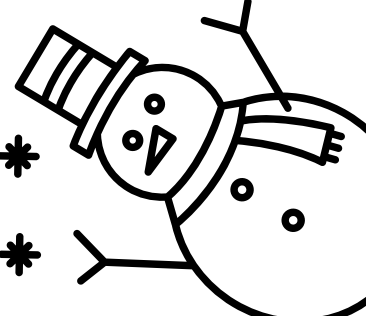
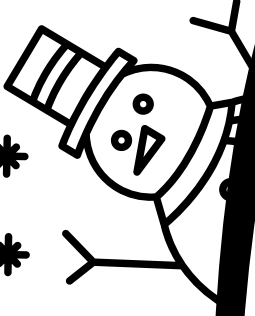
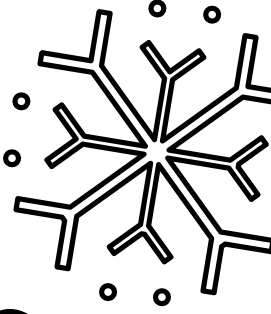
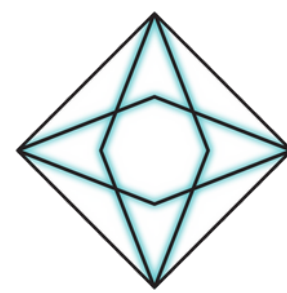
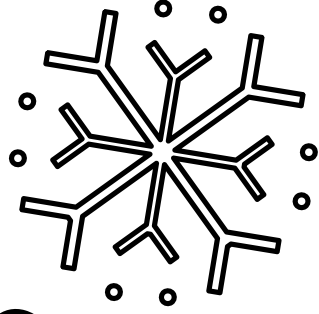
LOVE

LOVE



LOVE

LOVE



Happy holidays

su.ca

Thank you for your family's interest and participation in our research! Our work would not be possible without you. 😊

