

and English second language (ESL) bilingual speakers. All the participants completed a background questionnaire and comprehensive neuropsychological battery that included memory, language, executive functioning, and attention and processing speed tasks in English. A series of ANOVA's were used to evaluate cognitive tasks (e.g., Boston Naming Test, Trail Making Test) between the language groups. Participants demonstrated adequate effort on one performance validity test.

Results: Language groups were well demographically matched. We found the EFL monolingual group outperformed the ESL bilingual group on the Wide Range Achievement Test, fourth edition task and the Controlled Oral Word Association Test (COWAT) phonemic task, p 's < .05, η 's² = .04-.05. Additionally, results revealed both monolingual groups outperformed the ESL bilingual group on the Wechsler Adult Intelligence Scale, Third edition vocabulary task and the Boston Naming Test, p 's < .05, η 's² = .06-.15. No significant differences were found on any of the cognitive tasks between the EFL monolingual group and the EFL bilingual group.

Conclusions: As expected, the ESL bilingual group performed worse on language tasks compared to both monolingual groups, specifically the EFL monolingual group. However, in the opposite direction, we found the EFL monolingual demonstrated better phonemic verbal fluency abilities on the COWAT compared to the ESL bilingual group. The current data suggest that bilingualism influences cognitive abilities (e.g., language, executive functioning) more ESL bilingual speakers compared to EFL monolingual speakers. A possible explanation may be due to the type of interaction that ESL bilingual speakers may prefer to have (i.e., mix language conversations) compared to EFL speaking groups. Future studies with a larger bilingual speaking sample should investigate if the Adaptive Control Hypothesis which suggest that different types of conversations may be placing different demands of language control influences cognitive abilities.

Categories: Cross Cultural Neuropsychology/
Clinical Cultural Neuroscience

Keyword 1: bilingualism/multilingualism

Keyword 2: language: second/foreign

Keyword 3: assessment

Correspondence: Daniel W. Lopez-Hernandez, University of California San Diego Health, wdlopez31@gmail.com

35 Bilingualism and Time Perspective in Hispanic-Americans Speed Attention

Daniel W. Lopez-Hernandez^{1,2}, Krissy E. Smith^{3,2}, Isabel D. C. Munoz⁴, Tara L. Victor⁵

¹University of California San Diego Health, San Diego, CA, USA. ²Lundquist Institute, Torrance, CA, USA. ³California State University Dominguez Hills, Carson, CA, USA. ⁴California State University Northridge, Northridge, CA, USA. ⁵California State University Dominguez Hills, Carson, CA, USA

Objective: Differences between monolinguals and bilinguals have been documented in neuropsychological test performance. Various explanations have been provided to explain why differences exist among these language groups. Hispanic-Americans are individuals born and reside in the United States and have a family background extending to one of the Spanish-speaking countries in Latin America or Spain. Furthermore, Hispanic-American children from Hispanic homes where Spanish is their first language find themselves academically at a disadvantage because their English vocabulary may be lower than English monolinguals. Time perspective (TP) refers to an individual's orientation towards the past, present, or future. One's ability to change their TP in order to adapt to changes in cultural context can result in optimal psychological well-being. In one study, researchers reported no relationship existed between ethnicity and TP on cognition. To our knowledge, no study has examined the relationship between language and TP in Hispanic-Americans' speed attention performance. Therefore, it was predicted that monolinguals would outperform bilinguals on speed attention tasks. Next, it was predicted that monolinguals would report higher scores on future time orientation compared to bilinguals, and bilinguals would report higher scores on past and present time orientation compared to monolinguals. Finally, differences in TP would correlate with speed attention tasks between language groups.

Participants and Methods: The sample consisted of 119 Hispanic-Americans with a

mean age of 19.45 (SD = 1.43). Participants were broken into three groups: English first language monolingual (EFLM), English first language bilingual (EFLB), and English second language bilingual (ESLB). The Comalli Stroop part A and B, Trail Making Test part A, and Symbol Digit Modalities Test written and oral parts were used to evaluate speed attention and the Zimbardo Time Perspective Inventory was used to evaluate time orientation in our sample.

Results: ANOVAs revealed the EFLM group outperformed the ESLB group on the Comalli Stroop part B, $p = .020$, $\eta^2 = .07$. Next, we also found on the Symbol Digit Modalities Test written part the EFLB group outperformed both bilingual groups, $p = .025$, $\eta^2 = .06$. Regarding TP, the EFLB group reported higher past negative orientation compared to the EFLM group, $p = .033$, $\eta^2 = .06$. Additionally, we found the bilingual groups reported higher present-fatalistic compared to the EFLM group, $p = .023$, $\eta^2 = .06$. Pearson's correlation revealed no significant correlations between TP and speed attention tasks on any of our language groups.

Conclusions: As expected, the EFLM group outperformed the ESLB group on several speed attention tasks, but the EFLM group only outperformed the EFLB group on the Symbol Digit Modalities Test written part. Additionally, we found that our EFLB sample reported higher orientation of the past and present compared to monolinguals. Our sample level of acculturation could have been a factor influencing the relationship between TP and speed attention. Future studies using larger representative samples should include measures of acculturation and examine if TP influences other cognitive domains (e.g., executive function) in Hispanic-American monolingual and bilingual speakers.

Categories: Inclusion and Diversity/Multiculturalism

Keyword 1: information processing speed

Keyword 2: language: second/foreign

Keyword 3: attention

Correspondence: Daniel W. Lopez Hernandez, University of California San Diego Health, wdlopez31@gmail.com

36 Disparities in General Mental Status Between Lower and Higher SES Ethnically Diverse Older Adults

Donna M. Talavari, Samantha K. Henry, Jennifer M. Stinson, Victoria Armendariz, Victoria Windham, Adriana M. Strutt
Baylor College of Medicine, Houston, Texas, USA

Objective: To investigate differences in performance on a widely used cognitive screener between community-dwelling older adults from two disparate socioeconomic groups.

Participants and Methods: Participants were part of a larger study of cognitive screening in healthy older adults. The total sample (N=79, 69.6% female, 19% White/Caucasian, 12.7% Asian, 43% Latino/a, 25.3% Black/African-American) consisted of community-dwelling adults (Mage=73.1 years [SD=7.2] and Meducation=14.3 years [SD=2.6]) who were initially recruited via social media, flyers, and general community announcements. A lack of ethnic minority participants resulted in a two-year commitment to reach communities of color via visits and provision of health literacy to local religious and community programs. Continuous contact with leaders/gatekeepers helped establish research study credibility and forge a stronger sense of trust among ethnically diverse participants in the greater Houston, TX, area. Testing was initially conducted at the clinical study site. Due to low participation rates among people of color, greater effort was placed on tailored strategies to overcome economic and time constraints (i.e., schedule/time conflicts, lack of transportation, inability to pay for parking). To fit the priorities and needs of the participants, testing was also conducted at their homes (25.3%) and nearby religious and community centers (22.8%). Participants identifying as Latino/a or Black were predominantly recruited and tested at their local community center (as requested by gatekeepers/participants) to increase access to the study, in contrast to Caucasian participants. Median income estimates were used to stratify participants by socioeconomic status (SES) based on zip codes into low SES (L-SES) or high SES (H-SES) groups.

Results: Participants from the L-SES group had significantly lower total scores on the MoCA than their H-SES counterparts, $t(77)=2.837$, $p=0.003$, $g=0.696$. The average MoCA total score for participants from the L-SES group was 2.64 points lower. The observed differences in MoCA total score when stratifying by ethnicity may be