

### **SAMPLE ABSTRACT # 1**

The purpose of this study is to examine mothers' use of directives and questions before and after undergoing training in the Parent-Child Communication Program (De Maio, 2000) at the MSUM Speech, Language, and Hearing Center. Twenty mothers of toddler and preschool children having delayed language will be videotaped interacting with their children before and after PCCP training. All of the children will be receiving speech and language services at the time of the mothers' training. The mothers will be taught the five components of the program, i.e., the use of turn-taking, physical positioning, and vocal accenting while employing seven facilitating techniques in playful daily activities. This will be accomplished through instruction, and demonstration and practice. Only those mothers signing informed consent will participate in the study. Videotapes will be transcribed and analyzed for the variables under investigation, and stored in a locked filing cabinet in the principal investigator's office.

### **SAMPLE ABSTRACT # 2**

Garcia, Weaver, Moskowitz and Darley (2002) conducted a series of studies on the implicit bystander effect in which priming or thinking about being with a large group of people influenced later helping behavior. The purpose of the present study is to investigate how priming a social context (number of people imagined) might influence helping attitudes. Ninety participants (45 males and 45 females) will read a "dining out" vignette in which they are asked to imagine a situation at a restaurant involving either 1,5 or 10 other friends. Next they will be asked to complete the Helping Attitude Scale (HAS) (Nickell, 1998) and the Helping Orientation Questionnaire (HOQ) (Romer, Gruder, & Lizzadro, 1986). The study is a multi-level single factor (size of group imagined) design. Based on the implicit bystander effect, we predict that people who imagine being in a larger group will show lower scores on the two measures of helping attitudes.