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ABSTRACTS

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Growing up in poverty was found to have severe, long-lasting effects on a variety of cognitive abilities, including intelligence, language, attention, memory, inhibitory control and planning (e.g. Noble et al., 2005; Walker et al., 2011). However, evidence is mostly based on cross-sectional or retrospective studies conducted in Western communities. Here, we use data from the Mauritius Child Health Project, a large-scale prospective longitudinal study conducted in a culturally diverse, low-income country, to examine the effects of poverty in early childhood on cognitive functioning in late adolescence. Analyses were based on a sample of 578 Mauritian children drawn from a 1969 birth cohort, with the majority being of Indian, African, or Middle Eastern origin, for whom data was available at ages 3 ($M = 3.05$, $SD = .14$) and 17 ($M = 17.20$, $SD = .77$) years. Poverty-related factors were assessed at age 3 and comprised psychosocial adversity, including parental characteristics and living environments, as well as malnutrition indicators. Cognitive functioning was assessed at age 3 by using standardized intelligence measures and at age 17 by using a computerized test battery comprising speed (e.g. reaction time, inhibition) and performance measures (e.g. visuo-spatial skills, planning). Adverse early life experiences were found to be significantly associated with impaired cognitive functioning in late adolescence, notably chronic malnutrition and low parental educational attainment. This relationship also held after controlling for intelligence at age 3 years, suggesting a persistent effect of early-life poverty factors on cognitive functioning. The present analyses close a major gap in literature by adding evidence from a prospective study design conducted in a non-Western population. Results indicate that to avert the deleterious effects of poverty on children's cognitive development, opportunity structures for low-income families need to be put in place long before school age.

PA-32 Psychological well-being of young adults: the roles of family and occupational training

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The emerging adulthood is the time of many changes in one's life. Young people are supposed to start their adult and independent life, and at the same time often face a variety of challenges related to changes in their family status, beginning of the career path, etc. In our study we were interested if family relations or professional satisfaction may affect psychological well-being during this period. We also hypothesized that professional satisfaction may be associated with support from a mentor and that mentorship may mediate the impact of professional realization on hardiness. Participants were 89 students aged 18-22 (30% - males, 70% - females). Methods were (1) the Scale of psychological well-being (Ryff), (2) a hardiness test (Maddi), (3) a mentorship scale (Petraş & Strizhitskaya), and data from a demographic survey. Based on preliminary descriptive and correlation analyses, we formulated the model that would uncover the specifics of relations between psychological well-being, quality of family relationships, professional self-realization, mentorship, and hardiness score. We found that in the model that best fitted out data (Chi-square=3.303; df=6; CFI=1.000; GFI=.986; RMSEA=.000; PCLOSE=.849) psychological well-being was predicted by quality of family relations and hardiness, and at the same time, family relations predicted professional realization. We expected that mentorship could be associated with professional realization, but our data did not support this hypothesis. We also found no effect of professional realization on hardiness. Our data suggest that at emerging adulthood professional realization is still to be formed and thus it does not affect psychological well-being, yet professional sphere plays an important role and support from mentors helps to increase hardiness and one's resources to cope with a variety of challenges. This study was supported by RBFR project 19-013-00861.

C1-12 Intergenerational relationships and intergenerational conflict: tendencies and perspectives.

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Modern society has faced a challenge related to an increase in life expectancy leading to changes in the composition of generations both within and outside the family. In the last decades problems of intergenerational relationships, their mechanisms, factors, and impact have attracted more attention in the psychological science. Posnikova developed a model that reflects the complicated structure of intergenerational relationships and shows their widespread affects that go far beyond the family system. On the other hand, intergenerational relationships depend on one's personality and may impact one's well-being. Intergenerational relationships are associated with ambiguity and may cause tension and conflicts (Fingerman, Sechrist, & Birditt). Thus we hypothesized that the quality of intergenerational relationships can affect psychological well-being, and this association could be mediated by personality traits. Participants were 3 generations from 30 families (N=90): young adults