

the behavioral and mood symptoms observed, which were very challenging for caregivers.

THE IMPACT OF LEARNING MULTIPLE NEW SKILLS ON COGNITIVE DEVELOPMENT AND FUNCTIONAL INDEPENDENCE IN OLDER ADULTHOOD

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A new approach, inspired by infant and child development research, suggests that frequently learning a variety of new difficult real-world skills increases cognitive abilities (e.g., working memory and cognitive control) and functional independence (Nguyen et al., under review; Wu et al., 2017). Prior real-world skill learning interventions with older adults typically include only one skill, despite correlational studies demonstrating the benefits of frequent, varied activity engagement (e.g., Carlson et al., 2012). We conducted a 15-week intervention with older adults engaging in frequent, varied learning of new difficult skills (simultaneously learning Spanish, painting, and how to use tech devices; “intervention group”). A no-contact control group completed only the assessments. The difference in cognitive scores (composite score for working memory and cognitive control) between the intervention and control groups became significant at post-test ($t=2.36$, $p=.03$, effect size = 0.66). From pre-test to post-test, the intervention group increased more than one standard deviation in the cognitive scores on average ($M = .55$, $SD = .44$, range .31 to .93). The no-contact control group did not exhibit such changes ($M = .08$, $SD = .43$, range -.83 to .61). The intervention group also increased in their functional independence (Everyday Problems Test) by 12% on average ($SD = 12\%$, range -1% to 31%). The control group declined in their functional independence on average ($M = -2\%$, $SD = 12\%$, range -22% to 16%) ($t=2.09$, $p=.06$). Overall, this study demonstrates the potential of an intervention including frequent, varied real-world skill learning in older adults.

THE INTERPLAY BETWEEN DAILY POSITIVE EVENTS AND DAILY STRESS SEVERITY ON INFLAMMATION IN ADULTHOOD

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In examining the dynamics between positive and negative experiences on health, previous studies suggest two possible pathways – the buffering hypothesis and blunting hypothesis. Buffering hypothesis suggests that positive experiences offset the harmful effects of negative experiences, while blunting hypothesis predicts that negative experiences will nullify the benefits of positive experiences. To test these hypotheses, this study examined interactions between daily positive events and daily stress severity on inflammation and whether the associations differ by age. Sample used were adults aged 34 to 82 ($N = 597$) from the Midlife in the United States Study Wave 2. Reports of respondents’ daily experiences of positive events and stress severity were used as predictors, and log-transformed interleukin-6 (IL-6) and

C-reactive protein (CRP) were used as outcome variables. Results showed significant interaction between daily stress severity and daily positive events, with evidence supporting the blunting hypothesis. Specifically, daily positive events were associated with lower levels of IL-6 ($b = -0.16$, $p < .01$) and CRP ($b = -0.27$, $p < .01$) among adults with lower levels of stress severity, but not for those with high stress severity. Buffering hypothesis was not supported; that is, daily positive events did not attenuate the associations between daily stress severity and IL-6 or CRP. Age did not moderate the interaction between daily positive events and stress severity on inflammation. Findings suggest that with severely stressful experiences, the benefits of positive events on inflammation diminishes significantly among midlife and older adults.

THE MODERATING EFFECT OF HEALTH LITERACY ON CHRONIC HEALTH CONDITIONS AND FUNCTIONAL ABILITY

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Living with chronic health conditions can directly affect physical functioning among younger, middle-aged, and older adults. Although research has focused on the association between health literacy and chronic conditions, the current literature has not assessed whether health literacy can help to mitigate the effects of chronic conditions on daily functioning among adults. Health literacy, by definition, allows people to have knowledge and understanding of health-related information. Data from a community-based sample of 480 adults (ages 18–85 years; $M = 50.2$) was utilized to assess the direct association of chronic health condition severity on daily functioning, with age and objective health literacy included in the model as moderators. Hayes’ Process macro (Hayes, 2013) was used in SPSS to conduct the analysis. The overall model was significant, $F(5, 372) = 34.50$, $p < .001$, $R^2 = 0.32$, along with a significant main effect for age, $b = 1.41$, $t(372) = 2.05$, $p < .05$; a significant main effect for health literacy, $b = -0.39$, $t(372) = -3.04$, $p < .01$; and a significant interaction between chronic health conditions and health literacy, $b = 0.06$, $t(372) = 3.21$, $p < .01$. Results are discussed in terms of minimizing the impact of chronic conditions on daily functioning and the importance of health literacy.

THE MORALITY OF LYING TO MY GRANDPARENT WITH DEMENTIA

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We used Gilligan’s (1982) morality of care theory to examine how grandchildren cope with having to deceive or lie to their grandparent with dementia. Data from individual semi-structured interviews with thirteen young adults were analyzed using Interpretative Phenomenological Analysis. We found that a moral orientation shift toward a person-centered morality of care occurs gradually. Grandchildren struggle with concepts of moral goodness, importance of close others, and questions about self as a moral agent. We uncovered three antecedents of this shift: (1) severity of dementia symptoms, (2) valuing of the grandparent’s welfare, and (3) valuing of the relationship. Further, we discovered this shift has three outcomes: (1) transformation of self as a moral