recognizing a happy face), Basic-ToM (e.g., perspective-taking and false-belief reasoning), and Advanced-ToM (e.g., inferring second-order emotion and false belief). All participants completed a Theory-of-Mind Task Battery consisting of three subscales that assessed the three levels of ToM, where participants viewed vignettes and answered questions about the protagonists' feelings and beliefs. Overall, younger adults outperformed older adults on the battery, $F(1,29)=7.34$, $p=.011$. However, a significant interaction between age and ToM levels ($p=.010$) revealed that Early and Advanced ToM ($ps>.25$) were not as affected by age as Basic ToM ($p=.007$). Older adults have difficulty in inferring others' perspectives/beliefs while their attributions of emotion and higher-order false beliefs are relatively preserved compared to the younger adults. These findings provide important insights into the impact of age on various levels of ToM and could help inform early detection of ToM decline in normal aging.

DOES INSTRUCTION IMPROVE OLDER ADULTS' KNOWLEDGE OF MEMORY AGING?

Rachael Turner,[1] Celinda Reese,[1] Susan Brigman,[2] and Katie E Cherry,[3] *1. Oklahoma State University, Stillwater, Oklahoma, United States, 2. Franciscan Missionaries of Our Lady University, Baton Rouge, Louisiana, United States, 3. Louisiana State University, Baton Rouge, Louisiana, United States*

Memory loss happens in later life. For cognitively healthy older adults, deficits in memory in everyday life may be frustrating, but are less severe compared to the memory dysfunction observed in persons with progressive dementia syndromes, such as Alzheimer's disease (AD). Normal memory aging has been defined as benign memory deficits due to genuine maturational processes in otherwise healthy older adults. Pathological memory aging has been defined as memory dysfunction due to non-normative factors such as disease or trauma to the brain (Cherry & Smith, 1998). In the present research, we examined the effects of instruction on knowledge of memory aging issues among community-dwelling older adults. Participants ranged in age from 59 to 94 years. All were enrolled in a six-week lecture series on cognition in later life. They completed the Knowledge of Memory Aging Questionnaire (KMAQ: Cherry, Brigman, Hawley, & Reese, 2003) before and after the series. Results indicated that their knowledge of pathological memory aging was greater than their knowledge of normal memory aging, as expected. Importantly, both normal and pathological types of knowledge were impacted by instruction, as post-test scores were higher than pre-test scores for both scales. In addition, a select set of items reflecting ageist views were also impacted by instruction; scores on this subset were significantly improved (less reflective of ageist stereotypes) at the end of the lecture series. Implications for the design of educational programs on adult cognition for community-dwelling older adults are considered.

EARLY- TO LATE-LIFE ENVIRONMENTAL FACTORS AND LATE-LIFE GLOBAL COGNITION: THE SONIC STUDY

Yoshiko Ishioka,[1] Yasuyuki Gondo,[2] Yukie Masui,[3] Takeshi Nakagawa,[4] Madoka Ogawa,[3] Hiroki Inagaki,[3] Saori Yasumoto,[2] and Tatsuro Ishizaki,[3] *1. Keio University, Minato-ku, Kanagawa, Japan, 2. Osaka University, Suita, Osaka, Japan, 3. Tokyo Metropolitan Institute of Gerontology, Itabashi-ku, Tokyo, Japan, 4. National Center for Geriatrics and Gerontology, Ōbu, Aichi, Japan*

Life environment across the life course—such as engagement in late-life leisure activity (LA), primary occupation, and early-life education—have been reported to be associated with better late-life cognitive outcomes. However, few studies have included all these factors from the past to the present due to the time-consuming procedure to measure all factors. This study examined (1) whether late-life LA is associated with better late-life cognition, after considering other life environments and (2) whether occupation, education, and childhood intelligence quotient have indirect effects on the late-life cognition through late-life LA. We used baseline data from the groups of 70- and 80-year-olds in the SONIC study (N = 1721). Global cognition was measured using the Montreal Cognitive Assessment. As for LA, participants were asked for yes/no answers to questions regarding their engagement in 158 activities. A latent factor representing LA was used in the analyses. We retrospectively evaluated the complexity of work with data, people, and things. As early-life environments, education and language and arithmetic abilities during elementary school were included in the analyses. Age and gender were controlled. A structural equation model showed that late-life LA was significantly associated with higher global cognition, even after controlling for all past factors (RMSEA = .050, GFI = .973, AGFI = .947). Sobel tests showed significant indirect effects of occupation, education, and childhood abilities on cognitive function. Results were robust across age and gender. It is suggested that engagement in LA explains individual differences in late-life cognitive function.

EVIDENCE FOR AN AGE-RELATED POSITIVITY EFFECT IN METACOGNITIVE CONFIDENCE JUDGMENTS

Edie Sanders,[1] and Jane Berry,[2] *1. Florida State University, Tallahassee, Florida, United States, 2. University of Richmond, Richmond, Virginia, United States*

We examined age differences in metacognitive monitoring of emotionally-valenced stimuli. If older adults (OAs) are more focused on emotionally meaningful goals in late life (Carstensen, 2006), then they should demonstrate attentional and memory biases for positive stimuli over neutral and negative stimuli and, arguably, these cognitive biases should be reflected in their metacognitive judgments of learning. Judgments of learning (JOLs) for memory of positive, negative, and neutral words were collected. Younger adults (YAs) aged 18-23 years and OAs aged 65-90 years (N = 85) studied words in each valence category and made immediate JOLs, followed by a two-alternative forced choice (2AFC) recognition memory task. Analyses of JOLs revealed evidence for a positivity effect (Mather & Carstensen, 2005) in metacognitive confidence for OAs and an emotional salience effect in YAs (Tauber & Dunlosky, 2012; Zimmerman & Kelley, 2010). Predictably, YAs recognized more words than OAs, but valence did not affect number of words recognized and valence did not moderate age differences in recognition memory ($p = .055$). Memory monitoring as measured by resolution accuracy was equivalent in YAs and OAs (Hertzog