

APA 3  
4.01-4.11

1. The selection was translated from English into each of the other five languages. Native speakers of each language, who were also proficient in English, carried out the translations.
2. Average intelligence scores are a defining characteristic of dyslexia. Thus, it is impossible to compare empirically the intelligence of dyslexic and normal-reading children.
3. The child was seated at a table and given a variety of materials to use for the collage.
4. The independent variables were partner's gender, audience size, and criterion for success.
5. Treatment was tested on clients who complained of phobias or addictions.
6. Expertise has been investigated in chess playing (Charness, 1981; Chase & Simon, 1973).
7. The different methodologies have resulted in the same outcome: Constraining the alternatives results in faster solutions but poorer transfer.
8. The order of preference for partners was as follows: adult-female, child-female, child-male, and adult-male.
9. He clarified the distinction between farther and further.
10. The article by Brown and Kulik (1977), "Flashbulb Memories," contains reports of powerful naturalistic memories.
11.

"The "placebo effect," which had been verified in previous studies, disappeared when behaviors were studied in this manner. Furthermore, the behaviors were never exhibited again [*italics added*], even when reel [*sic*] drugs were administered. Earlier studies (e.g., Abdullah, 1984; Fox, 1979) were clearly premature in attributing the results to a placebo effect (p. 276)."
12. Garcia and Koelling, (1966), demonstrated prepared learning.

Each participant performed three tasks - a memory-span test, an analogies test, and a syllogistic-reasoning test, during the experimental session. The memory-span task was presented orally and the other two tasks were presented in written form. The memory task was always given first, followed by the analogies and reasoning tasks in counterbalanced order. Thus, the tasks were given in one of two orders: memory, analogies, and reasoning or memory, reasoning, and analogies. Four different contents were used for the tasks: abstract, "little-boy" thematic, "little-girl" thematic, and neutral thematic. (On the basis of the ratings of topics in Experiment 1.). Each participant received the same type of content for all four tasks. Different groups of male and female participants received the four different types of content. The participants were given unlimited time to perform each task; both latency and accuracy of response were recorded for each task. Variations in content were expected to affect performance on all three tasks and to affect the differences between the performance of men and women on the tasks.

