

APA 2
3.18-3.23 in APA Guide

1. The dilemma has been experienced by practitioners for years.
Practitioners experienced this dilemma for years.
2. The experimenter then asks the child to name the object.
The Child was asked to name the object by the experimenter.
3. Results
The social facilitation effect in Experiment 2 replicates our finding in Experiment 1.
Experiment 2 replicated Experiment 1 in social facilitation effect.
4. Schachter and Singer (1962) proposed that emotional states have physiological and cognitive components.
Schachter & Singer (1962) suggested that emotions are physiological and cognitive components.
5. Cognitive psychologists used the computer metaphor since the 1960s.
Computer metaphors have been used since the 1960s by cognitive psychologists.
6. The leader as well as the group members were asked to perform the second task individually.
The second task was performed by the leader and the group members individually.
7. The criteria for learning were 10 consecutive correct choices.
Ten consecutive correct choices were the criteria for learning.
8. As with most illusory phenomena, this illusion provides an interesting demonstration but generates few experiments.
This illusion generates a few experiments, providing an interesting demonstration.
9. The data confirms the inhibitory hypothesis.
The data confirms the hypothesis.
10. The moving stimuli were the most effective.
The most effective stimuli were moving.
11. After each respondent made a preliminary rating based on the picture, they read the detailed information and made a second rating. A preliminary rating was made based on the picture by the respondents, followed by a second rating based on detailed information.
12. The clients that achieved a score above the criterion were allowed to participate in the group activity for that day. Clients who scored above the criterion were permitted to participate in the activity.
13. The group of students that participated in the first experiment were significantly distinct from each other on all motivational scales. All motivational scales were significantly different among the students in the first experiment.
14. A second group of respondents rated, on attractiveness, the person who the members of the first group selected most frequently as a partner.
Respondents in a second group were asked to rate the attractiveness of the person the first group chose as a partner the most frequently.
15. The raters evaluated the therapists using the narrative technique.
Therapists were evaluated using narrative techniques.
16. In the overt condition, the children only made a total of 12 incorrect classifications.
Children made twelve incorrect classifications in the overt condition.
17. The parent recorded each utterance the child made. After counting the number of utterances, the child was given the appropriate story to read.

Parents recorded each utterance made by the child. The child was then given the appropriate story to read based on the number of utterances.

18. The format that was easiest to decipher during pilot testing was used during the main part of the experiment. **Pilot testing was the easiest format to decipher the main part of the experiment.**
19. The training technique which was easiest to administer turned out to be the one that was most effective. **The most effective training technique turned out to be the easiest to administer.**
20. Error trials, that were equally frequent in the two conditions, were eliminated from the analysis. **The two equally frequent conditions were eliminated from the error trial analysis.**
21. While the group that was returned to the original context made more correct identifications, they also made more false alarms. **More correct identifications and more false alarms from the group were produced from the original context.**
22. Behavioral treatments were judged easier to administer by the therapists, while client-centered methods were judged more enjoyable by the clients. **Therapists judged behavioral treatments easier to administer, while clients judged client-centered approaches more enjoyable.**
23. Since there were no significant main effects or interactions involving experimenter, the data from the different experimenters were pooled. **Data from the experiments were pooled since there were no significant effects or interactions involving experimenter.**
24. Since the last edition of this text, there has been a major revision in the research paradigms used to explore these phenomena. **A major revision in the research paradigms used to explore these phenomena since the last edition of this text.**
25. The group leader directed that all comments should be positive and negative ideas should be rephrased as productive suggestions. **Rephrasing negative comments as positive and productive suggestions were led by the leader.**
26. The judges could not distinguish between the children's drawings of human beings and other species. **The children's drawings of human beings could not be distinguished from other pieces.**
27. The experimenter either administered the drug or a placebo to each participant. **The drug or a placebo was either administered to each participant.**
28. It is not only difficult for the computer to solve this problem but also for human beings to solve it. **Solving this problem is not only difficult for human beings but also for computers.**
29. The confederates were told that they should make the first choice, that they should use a neutral evaluation, and to avoid making eye contact with the participant. **Confederates should make the first choice, use neutral evaluation, and avoid eye contact with participants.**