**Figure 1**

*Schematic overview of the IR procedure from Hughes et al. (2016) Experiment 2.*

*Note*. S refers to source stimulus, R to a response, O to an outcome stimulus, and T to a target stimulus. The + and – indicate the valence of the source stimulus (either positive or negative).

**Figure 2**

*Schematic overview of the procedures and expected effects in Experiments 1-7.*

*Note*. S refers to source stimulus, R to a response, O to an outcome stimulus, and T to a target stimulus. The + indicates a positive source stimulus and – indicates a negative source stimulus. For illustration purposes Figure 2 only displays one set of contingencies for most experiments (i.e., the ‘positively valenced’ contingencies, or those containing the blue outcome stimulus). However, each experiment also contained another set of ‘negatively valenced’ contingencies (e.g., see Experiment 6 and the contingencies containing the yellow outcome stimulus).

**Figure 3**

*Meta-analytic models outlining the IR and OEC effects. In each forest plot, squares represent observed Cohen’s d effect sizes, size of square represents weighting in the model, and error bars represent 95% Confidence Intervals (CIs) around the effect size.*

**Figure 4**

*Meta-analytic models outlining moderation of the IR and OEC effects by intervention type (extinction [top panels] or counterconditioning [bottom panels]). In each forest plot, squares represent observed Cohen’s d effect sizes, size of square represents weighting in the model, and error bars represent 95% Confidence Intervals (CIs) around the effect size.*

*Note*. The *d* score in the above figure indicates a difference between the acquisition only and acquisition plus intervention conditions, where positive scores indicate that the effect was strengthened by the intervention whereas negative scores indicate that it was weakened.

**Table 1**

*Mean (and standard deviation) accuracy as a function of learning task type (acquisition, extinction, or counterconditioning training or testing) in Experiments 1-7.*

**Table 2**

*Percentage of participants who passed each section of the learning task (acquisition, extinction, counterconditioning) in Experiments 1-7.*

*Note*. Counterconditioning was not provided in Experiments 1-4 nor was Extinction provided in Experiments 5-6. The type of extinction procedure used in Experiment 4 did not involve collection of training and testing data.