A systematic review of the prevalence of Null Hypothesis Significance Testing,

sample sizes, and implied statistical power in research using

the Implicit Relational Assessment Procedure (2006-2022)

Ian Hussey

Here I provide a systematic review of published research using the Implicit Relational Assessment Procedure (IRAP). This manuscript does not perform any synthesis of the research, it merely describes the search and exclusion process of this systematic review. The publications returned by this systematic review can be used in other work that seeks to do such syntheses (e.g., reviews of methods or findings).

In 2011, two remarkable articles were published, and the field of psychology is still grappling with their implications. The first, by Daryl Bem (2011), contained literally impossible results about a supposed human ability to predict the future. It was remarkable not merely in its claims but because it employed modal research practices for the field to substantiate these conclusions. A second article by Simmons and colleagues (2011), coincidentally published around the same time as Bem (2011) but without any knowledge of his paper, demonstrated how our modal research practices can easily and routinely generate statistically significant results from what is actually just noise.

The fallout from this pair of papers and many more before and since is now a matter of history for some (e.g., for personal accounts see Gelman, 2016; Spellman, 2015). But their impact has been uneven and recognition of the replication crisis as a serious issue to be reckoned with has been heterogenous, both within and between fields. It would be too easy to dismiss the crisis as specific to Social and Personality psychology when other fields employ similar research practices. Over time, recognition of these issues has spread to other areas of psychology (e.g., clinical: Tackett et al., 2019) as well as diverse range of other fields including cancer biology, economics, methodology, sociology, and philosophy (M. Baker & Dolgin, 2017; Boulesteix et al., 2020; Buckwalter, 2022; Gordon et al., 2020; Page et al., 2021).

These calls to take questions of replicability seriously have also been echoed recently in the behavioral research communities. In an editorial for Perspectives on Behavior Science, Hantula (2019, pp. 4-5) recently characterized the situation well: “Despite certain metatheoretical disputes (Burgos & Killeen, 2019), behavior science, behavior analysis, and psychology have much more in common than differences. Hence the ‘replication crisis’ in psychology could well be repeated in behavior science and behavior analysis. Even if it is not, it may hold some important lessons for both scientists and practitioners.” Similarly, the Association for Contextual Behavioral Science’s Task force on the Strategies and Tactics of Contextual Behavioral Science Research (2021) recently announced its explicit support for Open Science principles, including data transparency and replicability.

## Replicability, sample size, and statistical power

Statistical power is the probability of detecting a true effect, and is synonymous with the sensitivity of a test and its False Negative Rate (Cohen, 1977). Low statistical power in original studies is a key contributor to the Replication Crisis in psychology (e.g., Asendorpf et al., 2013; Button et al., 2013; Munafò et al., 2017), with highly powered replications only obtaining the original finding in around one third of studies (depending on the definition of successful replication), and effect sizes observed in replication studies are typically only one-third the size of those in original studies (e.g., Ebersole et al., 2020; Klein et al., 2018; Open Science Collaboration, 2015). Journals that publish underpowered studies are likely to publish a greater proportion of conclusions that are false positives (Bakker et al., 2012; Ioannidis, 2005). As such, in reaction to the replication crisis in psychology, many have called for psychology research to employ higher powered tests and therefore larger sample sizes (e.g., Asendorpf et al., 2013; Button et al., 2013; Munafò et al., 2017; Wagenmakers et al., 2012).

Along with the False Positive Rate (i.e., α level, typically < .05), statistical power is one of two key properties of inference via NHST that defines the long-run error rates of the inferences we make from data. Power is generally a less familiar concept than α level for many researchers, but it is so central to our ability to make inferences from data (Cohen, 1992).[[1]](#footnote-1) Nonetheless, for decades, statistical power remained very low in the behavioral sciences (i.e., around .46: Cohen, 1990). Additionally, research has shown that researchers’ intuitions about the statistical power implied by rules-of-thumb sample sizes are inaccurate and overestimate power (Bakker et al., 2016).

In order to assess the efficacy of this more recent call for higher power motivated by the replication crisis, on the sample sizes employed in published research, Fraley and colleagues (Fraley et al., 2022; Fraley & Vazire, 2014) quantified the median[[2]](#footnote-2) sample size employed in articles published in nine personality and social psychology journals between 2011 (arguably the start of the replication crisis) and 2019. Fraley and colleagues (2022) observed that median sample sizes, and therefore implied statistical power, have indeed increased over the last decade in social and personality psychology research, from very poor (circa .50 in 2011) to acceptable (circa .90 in 2019). In doing so, the Fraley and colleagues (Fraley et al., 2022; Fraley & Vazire, 2014) provided both a relatively simple method to assess the implied power across a body of work and a useful dataset to compare other fields against.

## The Implicit Relational Assessment Procedure (IRAP)

The Implicit Relational Assessment Procedure (IRAP: Barnes-Holmes et al., 2006) is a reaction-time based task used variously as a measure of implicit attitudes in implicit social cognition research and a measure of the strength of relational responding within Contextual Behavioral Science research (Hughes et al., 2012). One meta-analysis suggested that the IRAP demonstrates relatively high criterion validity compared to other implicit measures such as the Implicit Association Test (Vahey et al., 2015). However, multiple other meta-analyses have also suggested that the IRAP has poor internal consistency (estimates of from .51 to .60) and unacceptably low test-retest reliability (estimates of *r* from .13 to .43: Greenwald & Lai, 2020; Hussey & Drake, 2020). This presents somewhat of a conundrum, as the reliability places an upper limit on validity (i.e., through attenutation of observable correlations: Revelle, 2009).

One explanation for these seemingly irreconcilable results is that the IRAP literature may suffer from poor replicability, such as inflated effect sizes false positive rates. This is not implausible. Although the IRAP grew out of the behaviorist tradition (Barnes-Holmes et al., 2010), IRAP studies typically employ the same research designs and inference methods as Social and Personality psychology (e.g., Null Hypothesis Significance Testing, NHST), and are therefore subject to the same concerns as any research employing this inference approach. One specific class of statistical methods, multiway Analyses of Variance (ANOVAs), are almost ubiquitous in IRAP research. Research has demonstrated that the modal use of multiway ANOVA inflates false positive rates much higher than the 5% rate implied by the standard alpha level of 0.05 (Cramer et al., 2016). The unavoidable implication is that if the IRAP literature employs a statistical method, which is known to have both inflated false positive rates under modal use and inflated false negative rates under low statistical power, then the published IRAP literature will have inflated rates of false conclusions (i.e., low replicability). At minimum, there is no sound statistical basis by which the IRAP literature could be judged to be a priori immune from such concerns. Rather, the replicability of conclusions in the published IRAP literature must be assessed empirically, via both direct replication studies and assessment of indicators of replicability, such as sample size and statistical power.

It is also worth noting that, given that it is the probability of detecting effects that exist, high statistical power is a desirable property regardless of whether a researcher is employing Null Hypothesis Significance Testing in an inductive manner (Lakens, 2021) or in an inductive manner (e.g., to generate new hypotheses rather than test existing ones). Some IRAP researchers have stated they do the latter (Kavanagh, Matthyssen, et al., 2019), although as an aside it should be recognized that this risks representing a form of Hypothesizing After Results Are Known (HARKing: Kerr, 1998), which lowers the replicability of findings (Munafò et al., 2017). Regardless of a researchers’ self-identified approach as deductive versus inductive, it should be recognized that a smaller number of high-powered studies generally generates a larger number of true conclusions than a larger number of low-powered studies (LeBel et al., 2017).

The current study therefore represents a first effort toward quantifying two related indicators of replicability in the IRAP literature. I performed a systematic review of published research using the IRAP and then applied Fraley et al.’s (2022) approach to estimating median sample size over time and the implied statistical power in this literature. Comparisons were then made between the IRAP literature and the Social and Personality psychology literature.

# Method

Data was obtained from two separate sources. Research designs and sample sizes within the published IRAP literature were obtained via a systematic review. In order to provide a comparison for this literature, existing data on the research designs and sample sizes reported in articles published in nine Social and Personality Psychology journals was taken from a recent openly-available dataset (Fraley et al., 2022). The data extraction method for the IRAP literature based on the example provided by Fraley et al. (2022).

## Systematic review of research designs in the IRAP research (2006-2022)

Both the Web of Science and psycINFO databases were searched. Boolean search terms for the Web of Science database were “implicit relational assessment procedure” OR “IRAP” in the title, abstract, or keywords. Search constraints were publication date between 2006 and 2022, limited to publications in English. The search was run on 23 December 2018. The systematic review was updated with a second search run on 11 September 2022. Results from both searches were integrated. Results of each stage of this review are computationally reproducible: bibtex files for all articles at each stage of the search and exclusion process are available in the supplementary materials.

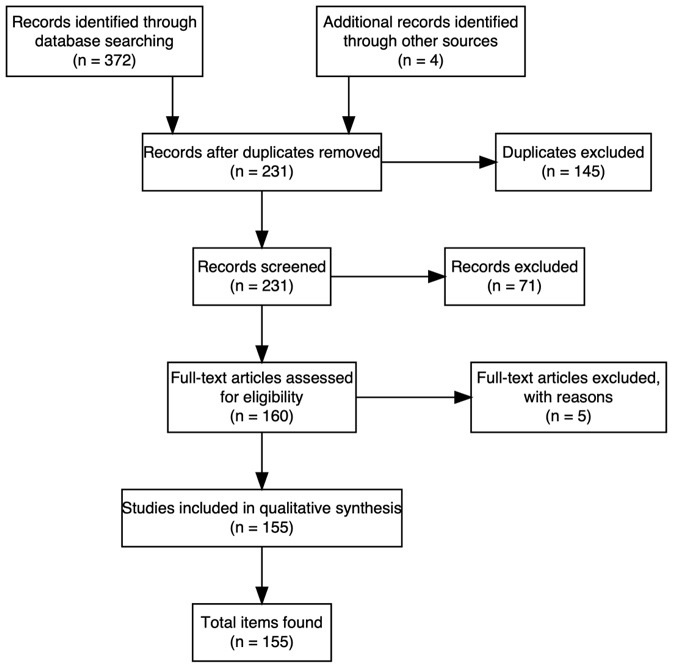
A PRISMA flow chart detailing all exclusions can be found in Figure 1 (Moher et al., 2009). After duplicates were removed, 231 records remained. These were screened based on their title and abstract. Inclusion criterion was the use of the Implicit Relational Assessment Procedure (IRAP) within the study. Variant procedures such as the Mixed-Trials IRAP (MT-IRAP: Levin et al., 2010) and the Training IRAP (T-IRAP: Kilroe et al., 2014) were excluded. 160 records remained after title and abstract exclusions. The full texts of these articles was then screened using the same inclusion criterion. Five articles were excluded based on this full text search. In four of these cases, we sought additional details of the procedure used from the authors of the articles. Based on the information provided, four articles were excluded for employing a task other than a standard IRAP (T. K. Baker et al., 2015, 2017; Smith et al., 2022; Szarko et al., 2022). The fifth article was excluded because it did not employ an IRAP, although this was not initially apparent from its title and abstract (Perez et al., 2020). After all exclusions, 155 published articles and book chapters using the IRAP were returned by the review. All materials needed to computationally reproduce each stage of this systematic review are freely available in the supplementary materials (XXX) and can be updated by others or used for other evidence synthesis or meta-science purposes.

The full text for each record was inspected in order to extract the following information for each study described: the sample size after exclusions (*N*); study design (between, within, or mixed); the number of between-subjects conditions; and whether the study reported employing Null Hypothesis Significance Testing (NHST). Note that comparisons among multiple IRAP trial-types was excluded from consideration when labelling a given study as including a within-subjects element, given that this feature is so common in the literature. Where a study employed multiple designs (e.g., both correlating the IRAP with a criterion variable and examining the pattern of IRAP effects between groups) it was labelled “mixed”. As such, “mixed” refers not only to mixed within-between research designs but also articles that report both within and between designs. This was suitable for the current analytic purposes, which required excluding the purely within-subject studies from the analyses in order to estimate statistical power correctly (i.e., using those studies employing at least one between-subjects analysis).

## Review of research practices in Social and Personality Psychology journals (2011-2019)

Fraley et al. (2022) recently updated their previous review of the research designs employed in nine Social and Personality Psychology journals (Fraley & Vazire, 2014): European Journal of Social Psychology, European Journal of Personality, Journal of Experimental Social Psychology, Journal of Personality, Journal of Personality and Social Psychology, Journal of Research in Personality, Personality and Social Psychology Bulletin, Psychological Science, and Social and Personality Psychology Science. The authors extracted data from a random 20% of the empirical studies published in each journal in each year between 2011 and 2019. According to the authors, the date range corresponded to the beginning of the Replication Crisis in psychology, specifically the publication of impactful papers by Bem (2011) and Simmons et al. (2011).

**Figure 1.** PRISMA flow chart for systematic review



# Results

## Analytic strategy

The analyses reported here broadly follow those reported by Fraley et al.’s (2022) quantification of sample size and estimation of statistical power. In the first part, I assess the distribution of sample sizes in the IRAP literature as a whole, and how median sample sizes have changed over time.

In the second part, I quantify the median statistical power that these median sample sizes imply. It is important to recall that statistical power is a function of multiple variables other than sample size, and power and sample size should not be treated as synonymous. Power is a function of (1) a specific type of test, (2) its alpha level, (3) whether one-tailed or two-tailed hypotheses are employed, (4) the sample size estimate, and (5) the effect size of interest. Choices must be made for each of these in order to estimate power. As in Fraley et al. (2022), I therefore (1) limited my consideration to specific analyses (i.e., independent *t*-tests or Pearson’s *r* correlations, using equivalent effect sizes for each); (2) employed the standard alpha level of .05; (3) employed modal two-tailed comparisons; (4) estimated the median sample size from the literature that used broadly consistent designs (i.e., median *N* estimated from studies that reported at least one between-groups comparison, excluding exclusively within-sample designs); and (5) estimated the ability to detect an effect size of Cohen’s *d* = .408. This effect size is equivalent to a Pearson’s *r* = .20 (as used in as used in Fraley et al., 2022), which has been shown in multiple meta-analyses to be approximately the average size effect found across the psychology research literature (Gignac & Szodorai, 2016; Hemphill, 2003; Richard et al., 2003). Other choices of effect sizes are of course possible, but the specific choice of effect size is relatively less important when making relative comparisons (e.g., over time and between literatures). Although estimates of power will differ between different effect sizes of interest, any reasonable choice of effect size allows us to study (a) changes in power over time and (b) differences in average power between research literatures.

## Prevalence of Null Hypothesis Significance Testing in the IRAP literature

XXX

## Sample size in the IRAP literature

XXX

## Statistical power in the IRAP literature

XXX

## Comparing sample size and statistical power in the IRAP literature versus Social and Personality Psychology literature

XXX

I quantify median sample size over time and its implied statistical power in two different ways. First, I do this in a more precise way that makes fewer assumptions… [using sample size per cell AND D = .408 AND N PER GROUP to estimate median N and power for the IRAP literature over time]

Second, I compare the IRAP literature to the social and personality psychology literature by reanalyzing Fraley et al.’s (2022) data. This requires relaxing an assumption, from N per cell to sample size as a whole USING R = .20 AND THE WHOLE SAMPLE SIZE. This necessarily produces different estimates of power between the two analyses, and the previous one should be considered the more precise one. The latter one facilitates comparisons between fields, and over time. It demonstrates that the IRAP literature has lower sample sizes and power than social and personality psychology did at the start of the replicability crisis.

[include ranked regressions on individual Ns?? Someone is going to ask for change over time]

# Discussion

XXX

Summary??

## Recommendations for power analyses and sample sizes

Readers might reasonably seek concrete recommendations for sample sizes in future IRAP studies. Unfortunately, my answer may be unsatisfying: (1) it depends, and (2) it should probably be much larger than you think. This position is drawn from a few sources.

First, the authors of the seminal article “False Positive Psychology” paper (2011) have since stated that one of their biggest regrets in that paper was to specify a minimum sample size, due to the subsequent misuse of that recommendation (Simmons et al., 2018). It’s worth noting that similar misuses of sample size recommendations are already visible within the IRAP literature: Vahey and colleagues (2015) reported an analysis of the IRAP’s clinical criterion validity and the results of multiple power analyses based on their effect size estimate. Citations of Vahey et al. (2015) often inappropriately or inaccurately cite these recommendations. For example, many papers make reference to the sample size recommendation reported in Vahey et al.’s (2015) abstract (i.e., “*N* = 29 to 37”) even when the authors are employing a completely different analyses (e.g., other than a one-tailed Pearson’s *r* correlation with -level = .05) and/or are conducting research outside of the clinical domain to which Vahey et al. (2015) limited the scope of their meta-analysis (e.g., Farrell et al., 2015; Kavanagh et al., 2016; Kavanagh, Roelandt, et al., 2019; Leech & Barnes-Holmes, 2020; Maloney & Barnes-Holmes, 2016).

Second, research has demonstrated the researchers’ intuitions about the relationship between statistical power and sample size are inaccurate and tend to greatly over-estimate power (Bakker et al., 2016). Deeper engagement with sample size choices and their power implications is therefore warranted.

In light of the above, it seems important to not provide sample size recommendations that risk being cited or followed unthinkingly, absent of context or specifics. Instead, I encourage readers to think more deeply about their inference method, engage with the concept and calculation of power, and plan their studies accordingly. Researchers should give serious consideration to preregistering their sample size planning justifications, their chosen sample size, stopping rule, analysis plans, and other elements of their research (Nosek et al., 2018). Specifically, sample size involves additional considerations determination beyond power analysis, such as availability of resources and desired precision (Lakens, 2022). Researchers should consider that sample sizes employed in power analyses do not have to be based on as-yet unknown estimates of the effect size they are studying, but can instead be based on the researchers’ Smallest Effect Size of Interest (SESOI: Lakens, Scheel, et al., 2018). Researchers may wish to more deeply consider not only their statistical power (via sample size) but also their chosen -level (Lakens, Adolfi, et al., 2018).

Tests of interaction effects are often reported in the IRAP literature, typically via the interaction term in multiway ANOVAs. Determining statical power for interaction terms is more complex than implied by some power analysis software such as G\*Power (Faul et al., 2007), and I recommend that researchers should base power analyses on specific forms of expected or plausible interactions (e.g., reversed, fully attenuated, partially attenuated) rather than the interaction term in an ANOVA alone (see Sommet et al., 2022). Pin general, power analyses should be conducted and reported in a reproducible manner, for example using the pwr R package (Champely, 2016).

However, authors have also pointed out ways in which these standard power analyses may still under power studies due to between-study heterogeneity. This may require that sample sizes be increased further (McShane & Böckenholt, 2014, who also provide materials for performing power analyses that account for these factors).

## Limitations

It’s possible that the effect sizes observed within the IRAP literature are simply much larger than those observed in other areas of psychology; that the IRAP literature is unique or distinct in some way. This would undermine the comparisons between the implied power in the IRAP literature versus the Social and Personality Psychology literature which are based on an assumption of similar effect sizes. This assumption must therefore be recognized. However, I consider this to be unlikely, given that the IRAP literature (a) considers generally similar phenomena to the broader psychology literature (e.g., correlations between ) and (b) the IRAP has been shown to demonstrate substantially lower reliability of measurement than the measures generally used in social and personality psychology (Greco et al., 2018; Greenwald & Lai, 2020; Hussey & Drake, 2020). Given that reliability defines and upper limit for correlations among variables (i.e., via attentuation: Revelle, 2009), it is mathematically implausible that a less reliable than average measure should consistently capture larger than average effect sizes.

## Conclusion

Results demonstrate the sample sizes employed in IRAP literature are problematically small. The statistical power implied by these sample sizes is problematically low. Neither sample size nor statistical power have increased substantially or sufficiently over time. When compared with XX articles in YY Social and Personality psychology, the IRAP literature has consistently employed substantively smaller sample sizes and therefore implies lower statistical power. Sample sizes and implied power in the IRAP literature are worse today in 2022 than they were prior to the beginning of the Replication Crisis in Social and Personality psychology in 2011.

Given that statistical power across a literature is a key determinant of the replicability of the findings in that literature, these results paint a worrying picture for the likely replicability of IRAP research. Researchers should therefore interpret the results and conclusions of published IRAP research with some caution. In line with a recent statement by the Association for Contextual Behavioral Science explicitly embracing the need for replication studies (Task Force on the Strategies and Tactics of Contextual Behavioral Science Research, 2021), direct assessment of the reproducibility and replicability of IRAP studies is likely warranted.

# Author note

Ian Hussey, Ruhr University Bochum, Germany. [ian.hussey@rub.de](mailto:ian.hussey@rub.de).

# Statements and Declarations

## Conflict of Interest

The author declares that he has no relevant financial or non-financial interests to disclose.

## Funding

This research was supported by the META-REP Priority Program of the German Research Foundation (#464488178).

## Availability of data, code and materials

All data, code and materials are available at XXX.

# References

Asendorpf, J. B., Conner, M., De Fruyt, F., De Houwer, J., Denissen, J. J. A., Fiedler, K., Fiedler, S., Funder, D. C., Kliegl, R., Nosek, B. A., Perugini, M., Roberts, B. W., Schmitt, M., van Aken, M. A. G., Weber, H., & Wicherts, J. M. (2013). Recommendations for Increasing Replicability in Psychology: Recommendations for increasing replicability. *European Journal of Personality*, *27*(2), 108–119. https://doi.org/10.1002/per.1919

Baker, M., & Dolgin, E. (2017). Cancer reproducibility project releases first results. *Nature*, *541*(7637). https://go.gale.com/ps/i.do?p=HRCA&sw=w&issn=00280836&v=2.1&it=r&id=GALE%7CA478132370&sid=googleScholar&linkaccess=abs

Baker, T. K., Schwenk, T., Piasecki, M., Smith, G. S., Reimer, D., Jacobs, N., Shonkwiler, G., Hagen, J., & Houmanfar, R. A. (2015). Cultural Change in a Medical School: A Data-Driven Management of Entropy. *Journal of Organizational Behavior Management*, *35*(1–2), 95–122. https://doi.org/10.1080/01608061.2015.1035826

Baker, T. K., Smith, G. S., Jacobs, N. N., Houmanfar, R., Tolles, R., Kuhls, D., & Piasecki, M. (2017). A deeper look at implicit weight bias in medical students. *Advances in Health Sciences Education*, *22*(4), 889–900. https://doi.org/10.1007/s10459-016-9718-1

Bakker, M., Hartgerink, C. H. J., Wicherts, J. M., & Maas, H. L. J. van der. (2016). Researchers’ Intuitions About Power in Psychological Research. *Psychological Science*, 0956797616647519. https://doi.org/10.1177/0956797616647519

Bakker, M., van Dijk, A., & Wicherts, J. M. (2012). The rules of the game called psychological science. *Perspectives on Psychological Science*, *7*(6), 543–554. https://doi.org/10.1177/1745691612459060

Barnes-Holmes, D., Barnes-Holmes, Y., Power, P., Hayden, E., Milne, R., & Stewart, I. (2006). Do you really know what you believe? Developing the Implicit Relational Assessment Procedure (IRAP) as a direct measure of implicit beliefs. *The Irish Psychologist*, *32*(7), 169–177.

Barnes-Holmes, D., Barnes-Holmes, Y., Stewart, I., & Boles, S. (2010). A sketch of the Implicit Relational Assessment Procedure (IRAP) and the Relational Elaboration and Coherence (REC) model. *The Psychological Record*, *60*, 527–542.

Bem, D. J. (2011). Feeling the future: Experimental evidence for anomalous retroactive influences on cognition and affect. *Journal of Personality and Social Psychology*, *100*(3), 407–425. https://doi.org/10.1037/a0021524

Boulesteix, A.-L., Hoffmann, S., Charlton, A., & Seibold, H. (2020). A replication crisis in methodological research? *Significance*, *17*(5), 18–21. https://doi.org/10.1111/1740-9713.01444

Buckwalter, W. (2022). The replication crisis and philosophy. *Philosophy and the Mind Sciences*, *3*. https://doi.org/10.33735/phimisci.2022.9193

Burgos, J. E., & Killeen, P. R. (2019). Suing for Peace in the War Against Mentalism. *Perspectives on Behavior Science*, *42*(2), 241–266. https://doi.org/10.1007/s40614-018-0169-2

Button, K. S., Ioannidis, J. P. A., Mokrysz, C., Nosek, B. A., Flint, J., Robinson, E. S. J., & Munafò, M. R. (2013). Power failure: Why small sample size undermines the reliability of neuroscience. *Nature Reviews Neuroscience*, *14*(5), 365–376. https://doi.org/10.1038/nrn3475

Champely, S. (2016). *pwr: Basic Functions for Power Analysis*. https://CRAN.R-project.org/package=pwr

Cohen, J. (1977). *Statistical power analysis for the behavioral sciences*. Academic Press.

Cohen, J. (1990). Things I have learned (so far). *American Psychologist*, *45*(12). https://doi.org/10.1037/0003-066X.45.12.1304

Cohen, J. (1992). A power primer. *Psychological Bulletin*, *112*(1), 155. https://doi.org/10.1037/0033-2909.112.1.155

Cramer, A. O. J., van Ravenzwaaij, D., Matzke, D., Steingroever, H., Wetzels, R., Grasman, R. P. P. P., Waldorp, L. J., & Wagenmakers, E.-J. (2016). Hidden multiplicity in exploratory multiway ANOVA: Prevalence and remedies. *Psychonomic Bulletin & Review*, *23*(2), 640–647. https://doi.org/10.3758/s13423-015-0913-5

Ebersole, C. R., Mathur, M. B., Baranski, E., Bart-Plange, D.-J., Buttrick, N. R., Chartier, C. R., Corker, K. S., Corley, M., Hartshorne, J. K., IJzerman, H., Lazarević, L. B., Rabagliati, H., Ropovik, I., Aczel, B., Aeschbach, L. F., Andrighetto, L., Arnal, J. D., Arrow, H., Babincak, P., … Nosek, B. A. (2020). Many Labs 5: Testing Pre-Data-Collection Peer Review as an Intervention to Increase Replicability. *Advances in Methods and Practices in Psychological Science*, *3*(3), 309–331. https://doi.org/10.1177/2515245920958687

Farrell, L., Cochrane, A., & McHugh, L. (2015). Exploring attitudes towards gender and science: The advantages of an IRAP approach versus the IAT. *Journal of Contextual Behavioral Science*, *4*(2), 121–128. https://doi.org/10.1016/j.jcbs.2015.04.002

Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G\*Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods*, *39*(2), 175–191.

Fraley, R. C., Chong, J. Y., Baacke, K. A., Greco, A. J., Guan, H., & Vazire, S. (2022). Journal N-Pact Factors From 2011 to 2019: Evaluating the Quality of Social/Personality Journals With Respect to Sample Size and Statistical Power. *Advances in Methods and Practices in Psychological Science*, *5*(4), 251524592211202. https://doi.org/10.1177/25152459221120217

Fraley, R. C., & Vazire, S. (2014). The N-Pact Factor: Evaluating the Quality of Empirical Journals with Respect to Sample Size and Statistical Power. *PLOS ONE*, *9*(10), e109019. https://doi.org/10.1371/journal.pone.0109019

Gelman, A. (2016, September 21). What has happened down here is the winds have changed. *Statistical Modeling, Causal Inference, and Social Science*. http://andrewgelman.com/2016/09/21/what-has-happened-down-here-is-the-winds-have-changed/

Gignac, G. E., & Szodorai, E. T. (2016). Effect size guidelines for individual differences researchers. *Personality and Individual Differences*, *102*, 74–78. https://doi.org/10.1016/j.paid.2016.06.069

Gordon, M., Viganola, D., Bishop, M., Chen, Y., Dreber, A., Goldfedder, B., Holzmeister, F., Johannesson, M., Liu, Y., Twardy, C., Wang, J., & Pfeiffer, T. (2020). Are replication rates the same across academic fields? Community forecasts from the DARPA SCORE programme. *Royal Society Open Science*, *7*(7). https://doi.org/10.1098/rsos.200566

Greco, L. M., O’Boyle, E. H., Cockburn, B. S., & Yuan, Z. (2018). Meta-Analysis of Coefficient Alpha: A Reliability Generalization Study. *Journal of Management Studies*, *55*(4), 583–618. https://doi.org/10.1111/joms.12328

Greenwald, A. G., & Lai, C. K. (2020). Implicit Social Cognition. *Annual Review of Psychology*, *71*(1), 419–445. https://doi.org/10.1146/annurev-psych-010419-050837

Hantula, D. A. (2019). Editorial: Replication and Reliability in Behavior Science and Behavior Analysis: A Call for a Conversation. *Perspectives on Behavior Science*, *42*(1), 1–11. https://doi.org/10.1007/s40614-019-00194-2

Hemphill, J. F. (2003). Interpreting the magnitudes of correlation coefficients. *American Psychologist*, *58*(1), 78–79. https://doi.org/10.1037/0003-066X.58.1.78

Hughes, S., Barnes-Holmes, D., & Vahey, N. A. (2012). Holding on to our functional roots when exploring new intellectual islands: A voyage through implicit cognition research. *Journal of Contextual Behavioral Science*, *1*(1–2), 17–38. https://doi.org/10.1016/j.jcbs.2012.09.003

Hussey, I., & Drake, C. E. (2020). The Implicit Relational Assessment Procedure demonstrates poor internal consistency and test-retest reliability: A meta-analysis. *Preprint*. https://doi.org/10.31234/osf.io/ge3k7

Ioannidis, J. P. A. (2005). Why Most Published Research Findings Are False. *PLOS Medicine*, *2*(8), e124. https://doi.org/10.1371/journal.pmed.0020124

Kavanagh, D., Hussey, I., McEnteggart, C., Barnes-Holmes, Y., & Barnes-Holmes, D. (2016). Using the IRAP to explore natural language statements. *Journal of Contextual Behavioral Science*, *5*(4), 247–251. https://doi.org/10.1016/j.jcbs.2016.10.001

Kavanagh, D., Matthyssen, N., Barnes-Holmes, Y., Barnes-Holmes, D., McEnteggart, C., & Vastano, R. (2019). Exploring the use of pictures of self and other in the IRAP: Reflecting upon the emergence of differential trial type effects. *International Journal of Psychology & Psychological Therapy*, *19*(3), 323–336. APA PsycInfo.

Kavanagh, D., Roelandt, A., Van Raemdonck, L., Barnes-Holmes, Y., Barnes-Holmes, D., & McEnteggart, C. (2019). The On-Going Search for Perspective-Taking IRAPs: Exploring the Potential of the Natural Language-IRAP. *The Psychological Record*, *69*(2), 291–314. https://doi.org/10.1007/s40732-019-00333-w

Kerr, N. L. (1998). HARKing: Hypothesizing after the results are known. *Personality and Social Psychology Review: An Official Journal of the Society for Personality and Social Psychology, Inc*, *2*(3), 196–217. https://doi.org/10.1207/s15327957pspr0203\_4

Kilroe, H., Murphy, C., Barnes-Holmes, D., & Barnes-Holmes, Y. (2014). Using the T-IRAP interactive computer program and applied behavior analysis to teach relational responding in children with autism. *Behavioral Development Bulletin*, *19*(2), 60–80. psyh. https://doi.org/10.1037/h0100578

Klein, R. A., Vianello, M., Hasselman, F., Adams, B. G., Adams, R. B., Alper, S., Aveyard, M., Axt, J. R., Babalola, M. T., Bahník, Š., Batra, R., Berkics, M., Bernstein, M. J., Berry, D. R., Bialobrzeska, O., Binan, E. D., Bocian, K., Brandt, M. J., Busching, R., … Nosek, B. A. (2018). Many Labs 2: Investigating Variation in Replicability Across Samples and Settings. *Advances in Methods and Practices in Psychological Science*, *1*(4), 443–490. https://doi.org/10.1177/2515245918810225

Lakens, D. (2021). The Practical Alternative to the p Value Is the Correctly Used p Value. *Perspectives on Psychological Science: A Journal of the Association for Psychological Science*, *16*(3), 639–648. https://doi.org/10.1177/1745691620958012

Lakens, D. (2022). Sample Size Justification. *Collabra: Psychology*, *8*(1), 33267. https://doi.org/10.1525/collabra.33267

Lakens, D., Adolfi, F. G., Albers, C. J., Anvari, F., Apps, M. A. J., Argamon, S. E., Baguley, T., Becker, R. B., Benning, S. D., Bradford, D. E., Buchanan, E. M., Caldwell, A. R., Van Calster, B., Carlsson, R., Chen, S.-C., Chung, B., Colling, L. J., Collins, G. S., Crook, Z., … Zwaan, R. A. (2018). Justify your alpha. *Nature Human Behaviour*, *2*(3), 168–171. https://doi.org/10.1038/s41562-018-0311-x

Lakens, D., Scheel, A. M., & Isager, P. M. (2018). Equivalence Testing for Psychological Research: A Tutorial. *Advances in Methods and Practices in Psychological Science*, *1*(2), 259–269.

LeBel, E. P., Campbell, L., & Loving, T. J. (2017). Benefits of open and high-powered research outweigh costs. *Journal of Personality and Social Psychology*, *113*(2), 230–243. https://doi.org/10.1037/pspi0000049

Leech, A., & Barnes-Holmes, D. (2020). Training and testing for a transformation of fear and avoidance functions via combinatorial entailment using the Implicit Relational Assessment Procedure (IRAP): Further exploratory analyses. *Behavioural Processes*, *172*. APA PsycInfo. https://doi.org/10.1016/j.beproc.2019.104027

Levin, M. E., Hayes, S. C., & Waltz, T. (2010). Creating an implicit measure of cognition more suited to applied research: A test of the Mixed Trial—Implicit Relational Assessment Procedure (MT-IRAP). *International Journal of Behavioral Consultation and Therapy*, *6*(3), 245–262. psyh. https://doi.org/10.1037/h0100911

Magnusson, K. (2023). *Understanding Statistical Power and Significance Testing—An Interactive Visualization*. https://rpsychologist.com/d3/nhst/

Maloney, E., & Barnes-Holmes, D. (2016). Exploring the Behavioral Dynamics of the Implicit Relational Assessment Procedure: The Role of Relational Contextual Cues Versus Relational Coherence Indicators as Response Options. *The Psychological Record*. https://doi.org/10.1007/s40732-016-0180-5

McShane, B. B., & Böckenholt, U. (2014). You Cannot Step Into the Same River Twice: When Power Analyses Are Optimistic. *Perspectives on Psychological Science*, *9*(6), 612–625. https://doi.org/10.1177/1745691614548513

Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *BMJ*, *339*, b2535. https://doi.org/10.1136/bmj.b2535

Munafò, M. R., Nosek, B. A., Bishop, D. V. M., Button, K. S., Chambers, C. D., Percie du Sert, N., Simonsohn, U., Wagenmakers, E.-J., Ware, J. J., & Ioannidis, J. P. A. (2017). A manifesto for reproducible science. *Nature Human Behaviour*, *1*(1), 0021. https://doi.org/10.1038/s41562-016-0021

Nosek, B. A., Ebersole, C. R., DeHaven, A. C., & Mellor, D. T. (2018). The preregistration revolution. *Proceedings of the National Academy of Sciences*, *115*(11), 2600–2606. https://doi.org/10.1073/pnas.1708274114

Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. *Science*, *349*(6251), aac4716. https://doi.org/10.1126/science.aac4716

Page, L., Noussair, C. N., & Slonim, R. (2021). The replication crisis, the rise of new research practices and what it means for experimental economics. *Journal of the Economic Science Association*, *7*(2), 210–225. https://doi.org/10.1007/s40881-021-00107-7

Perez, W. F., de Almeida, J. H., Soares, L. C. C. S., Wang, T. F. L., de Morais, T. E. D. G., Mascarenhas, A. V., & de Rose, J. C. (2020). Fearful Faces and the Derived Transfer of Aversive Functions. *The Psychological Record*. https://doi.org/10.1007/s40732-020-00390-6

Revelle, W. (2009). Chapter 7: Classical Test Theory and the Measurement of Reliability. In *An introduction to psychometric theory with applications in R*. https://personality-project.org/r/book/Chapter7.pdf

Richard, F. D., Bond, C. F., & Stokes-Zoota, J. J. (2003). One Hundred Years of Social Psychology Quantitatively Described. *Review of General Psychology*, *7*(4), 331–363. https://doi.org/10.1037/1089-2680.7.4.331

Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological Science*, *22*(11), 1359–1366. https://doi.org/10.1177/0956797611417632

Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2018). False-Positive Citations. *Perspectives on Psychological Science*, *13*(2), 255–259. https://doi.org/10.1177/1745691617698146

Smith, G. S., Houmanfar, R. A., Jacobs, N. N., Froehlich, M., Szarko, A. J., Smith, B. M., Kemmelmeier, M., Baker, T. K., Piasecki, M., & Schwenk, T. L. (2022). Assessment of medical student burnout: Toward an implicit measure to address current issues. *Advances in Health Sciences Education*, *27*(2), 375–386. https://doi.org/10.1007/s10459-021-10089-0

Sommet, N., Weissman, D., Cheutin, N., & Elliot, A. J. (2022). *How many participants do I need to test an interaction? Conducting an appropriate power analysis and achieving sufficient power to detect an interaction*. OSF Preprints. https://doi.org/10.31219/osf.io/xhe3u

Spellman, B. A. (2015). A short (personal) future history of revolution 2.0. *Perspectives on Psychological Science*, *10*(6), 886–899. https://doi.org/10.1177/1745691615609918

Szarko, A. J., Houmanfar, R. A., Smith, G. S., Jacobs, N. N., Smith, B. M., Assemi, K., Piasecki, M., & Baker, T. K. (2022). Impact of Acceptance and Commitment Training on psychological flexibility and burnout in medical education. *Journal of Contextual Behavioral Science*, *23*, 190–199. APA PsycInfo. https://doi.org/10.1016/j.jcbs.2022.02.004

Tackett, J. L., Brandes, C. M., King, K. M., & Markon, K. E. (2019). Psychology’s Replication Crisis and Clinical Psychological Science. *Annual Review of Clinical Psychology*, *15*(1), 579–604. https://doi.org/10.1146/annurev-clinpsy-050718-095710

Task Force on the Strategies and Tactics of Contextual Behavioral Science Research. (2021). *Adoption of Open Science Recommendations | Association for Contextual Behavioral Science*. https://contextualscience.org/news/adoption\_of\_open\_science\_recommendations

Vahey, N. A., Nicholson, E., & Barnes-Holmes, D. (2015). A meta-analysis of criterion effects for the Implicit Relational Assessment Procedure (IRAP) in the clinical domain. *Journal of Behavior Therapy and Experimental Psychiatry*, *48*, 59–65. https://doi.org/10.1016/j.jbtep.2015.01.004

Wagenmakers, E.-J., Wetzels, R., Borsboom, D., van der Maas, H. L. J., & Kievit, R. A. (2012). An agenda for purely confirmatory research. *Perspectives on Psychological Science*, *7*(6), 632–638. https://doi.org/10.1177/1745691612463078

1. For a beginner introduction to statistical power using interactive visualizations, see Magnusson (2023). For a seminal book-length treatment see Cohen (1977). For accessible implementations of power analyses in R see the pwr package (Champely, 2016). [↑](#footnote-ref-1)
2. The median is more suitable than the mean due to strong skew. [↑](#footnote-ref-2)