

PREFACE

Traveling to a new place can be exciting, but going anywhere for the first time always has its challenges. Whether a new city, a new school, or a new job, it takes time to learn the ins and outs of the place, its rules and customs. It is a similar process learning to write in American Psychological Association (APA) Style—that is, learning when to use italics, capitalization rules, and abbreviations; how to treat numbers; what citations and references should look like; how to set margins; and what headings, tables, and figures should look like as required by APA format. At first blush, APA style is almost like a foreign language with its own syntax and grammar, and the manual with all its rules can be as tricky as a labyrinth for any newcomer to navigate. Rules for that foreign language (think syntax, perhaps?) changed a bit with the release of the seventh edition of the APA *Publication Manual* (hereafter *PM*; APA, 2020). With this *EasyGuide* in hand, you take a great step toward simplifying the process of learning how to write papers in APA style. We will help you through the maze of rules, including the changes to those rules for those who used the earlier sixth edition (APA, 2010), and you may even have (some) fun along the way.

Over the years, we have witnessed the many problems our students have when confronting the numerous details involved in creating APA research papers, term papers, or lab reports. We see the frustration our students feel when trying to find the information they need in the *PM* amid the voluminous details that apply primarily to faculty members or graduate students submitting manuscripts for publication. Of course, there is also the problem of unlearning APA style with the seventh edition, which includes significant changes in some of the well-known formatting rules. Some of us who had lived with the sixth edition for about 10 years need an *EasyGuide* more than ever. If your needs are similar to our students' needs (i.e., writing papers for class), if you need to learn about the changes in APA style based on the seventh edition of the *PM*, or even if you are preparing a traditional manuscript for publication, this *EasyGuide* will serve you well. As we noted in past editions of this *EasyGuide*, it is possible that if you are in need of a way to cite and report a rare type of reference or an uncommon ordinal scale statistic, then you may also need to also consult the *PM*.

OUR READER-FRIENDLY APPROACH

We decided to present the essentials of APA style using a conversational tone in hopes of making this book and the task of learning how to write more enjoyable. We need

to state up front that although we address the details of writing papers in APA style and format, *there are places all over this book where we do not use APA Style and format*. For example, because this book conforms to the publisher's design, you will not see double-spaced lines with 1-inch margins, and you will notice, for example, that the opening paragraph of each chapter and the first paragraph following a Level 1 heading are not indented. We also flex our funny bones (or muscles) when appropriate. (Well, we think we're funny anyway.) We intend for this to make for easier reading, but note that it is *not* APA style. And you will notice the latest edition of the *EasyGuide* is once again spiral bound to provide easy access to all the information as it lies flat on the desk next to you while you work.

We included some sample papers to illustrate where all the basic rules pertain to writing. We believe that by using the sample papers, you will be less likely to overlook the different aspects of APA style commonly omitted when first learning this type of writing. We also believe that reviewing the most common errors that we have seen over the years (Chapter 20) will help you focus on the content of your writing rather than the minutiae of APA style and format. The visual table of contents (Chapter 2) and the visual illustrations in the sample paper are unique, illustrating the details not to forget and where in the paper these details apply.

How to Use This Book

In this *EasyGuide*, we have eliminated the search for the basics that can be somewhat time consuming and confusing. We believe that using this book will save you a significant amount of time, allowing you to focus on writing your paper rather than searching for what you need to know about presenting it in APA style. Here, you will be able to easily find the information you need, with examples presented visually as well as in the text. We illustrate not only how to write using APA style but also what APA style really looks like when your paper is complete. The sample paper used in the visual table of contents (Chapter 2) lets you see within an actual paper the details you will need to consider when writing in APA style, and the sample indicates where in this book you can find the information needed to learn those details.

Although we organized the *EasyGuide* in a way that will help you learn the basics in an order we believe makes sense, it is important to remember that each chapter stands alone, and you can choose to read the book in whatever order suits your needs best. This may not be the type of book you read cover to cover but, rather, one you keep next to you as a reference source while writing APA-style papers throughout your undergraduate career.

We end the book with a chapter that reviews the most common mistakes we see students make when first learning APA style. You can test your knowledge by trying to answer the multiple-choice questions on those common mistakes. We also include a sample paper (with APA errors purposely embedded) so you can test your knowledge. After you have read the book and when you want to make sure you are comfortable

writing without constantly reaching for the guide, test yourself using the error-filled paper and see if you can find the errors. After all, it is hard to know what you *need* to know if you do not know *what* you know or if what you know is *right*—a little meta-cognitive self-test as it were. Up for the challenge? Go ahead. Also, to encourage you to use this book while writing and in hopes of making the writing process easier for you, a lay-flat spine was purposely used—have this book open next to you while working on your laptop or desktop. Trying to figure out how to format something in Microsoft Word? That's what the screenshots are for in Chapter 16. It is what the *EasyGuide* is all about—use this book!



APA STYLE VERSUS FORMAT

Why It Matters to Your Audience and Why It Should Matter to You

Do you really need to read this book when ChatGPT or some other artificial intelligence (AI) program can do it for you? Yes, and here is why. AI can make life a lot easier in many ways, but if you don't have basic writing skills and knowledge of how to write well, you will not be a good judge of what AI spits out. And sometimes it spits out a lot of inaccurate material. You may have heard of "hallucinations," when AI makes up information, sometimes actually faking research that does not exist. Beyond fake news, AI misrepresentations have even been called "bullsh*t" (Hicks et al., 2024). Unless you know how to write well, you will be unable to tell if AI is bullsh*tting you. We figured we should get this out of the way right now.

Throughout life there are many times when you will have to write. We write papers in high school, college, and graduate school, and nearly every job you do will involve writing. This book is about helping you become a better writer and helping build your confidence in your writing ability. In particular, this book is about helping you learn how to write a scientific paper with precision and objectivity, one in which you are able to communicate accurately your ideas, findings, and interpretations using the type of writing style and format published by the American Psychological Association (APA; 2020). This writing style is very different from what you likely learned in a high school English class, where you might have learned about narrative, expository, or descriptive styles of writing. Here, we are all about writing in APA style. To help you become APA-style compliant, we use plenty of examples, clever subtitles, and any trick we can think of to get your attention so you can learn from this book. In fact, the book is purposely spiral bound so it can lie flat on your desk next to your computer or in your lap as you work on your APA papers. Regardless of whether you are writing a paper as a psychology, sociology, or nursing student, if a professor asks you to write in APA style, you are asked to do so to help communicate your ideas in writing in a way that others will more easily understand in your field. Not knowing APA style or using it inaccurately (yes, another AI warning) is very easy for faculty to spot. APA style reflects the scientific method in that its goals are precision and objectivity in writing and standardization of style and format. Using APA style helps keep our personal style and eccentricities from affecting our writing and reporting of research. It helps maintain the goal of objectivity in science. Specific content is placed in specific sections and in a particular order, allowing the reader to know exactly where to find particular pieces of information about your research. Following APA style and format, you will be able to provide

the reader with a convincing argument that features clear and concise statements and logical development of your ideas. We both write a lot and can tell you it is pretty nice to have APA style to guide us. You too will find a greater appreciation for the *APA Publication Manual* once you start reading articles for your assignments. Then you will start to notice how helpful it is to have a particular type of writing style and format from one paper to the next, expediting your reading and understanding of the material.

Let us introduce two of the more common terms applied when using the *APA Publication Manual* to write your papers: *APA style* and *APA format*. For some assignments, you might be told to “write in APA style,” others might say to “use APA format,” or you might just hear, “Follow the *Publication Manual*.” You may be confused by these different instructions. What does it all mean?

WHAT IS THE DIFFERENCE BETWEEN APA STYLE AND APA FORMAT?

These terms can be confusing because they have no clear, set definitions. For instance, APA style has been characterized by these writing elements: clarity, literal writing, and brevity (Vipond, 1993). However, other types of writing could share these characteristics; for example, would you not want an owner’s manual to be clear, literal, and brief? Sure, but owner’s manuals are not written in APA style (at least not the manuals we have read). For clarity *here* (and for our purposes), we define APA style as *a writing approach that embodies objectivity, credibility of sources, and an evidence-based approach*. For instance, objectivity implies a certain level of detachment and formality; APA style does not typically involve passionate stories written to resemble the dialogue between characters in a play or sitcom. Objectivity also implies distance and balance in approach. Scientists writing in APA style address variables, hypotheses, and theories (which could involve studying emotion and passion) and how they affect behavior generally. Scientists do not typically write about specific individuals (with the exception of descriptions of case studies). Objectivity in APA style also obligates the writer to avoid biased language and to respect the power of language and labels.

APA style necessitates an approach that respects and preserves the chain of evidence and how science builds on previous findings and refines theoretical explanations over time. An example is the citations an author uses to support claims made in scientific writing. When you see the flow of a sentence or paragraph interrupted by names and years in parentheses, the author is giving credit for ideas—exemplified by someone writing about optimizing learning (Gurung & Dunlosky, 2023). Listing the last name of the author (or authors) and the year when the work was published provides evidence for the writer’s claim and makes readers aware of the continued refinement of theories from one scientist’s work to the next. Giving credit where credit is due also helps avoid plagiarism (see Chapter 5 for details on avoiding plagiarism). Taken as a whole,

APA style is one important component of what helps the author of a journal article—and, correspondingly, the research presented in it—reflect scientific objectivity.

For our purposes, APA format makes a journal article “look” scientific. APA format refers to the precise method of generating your article, manuscript, or term paper using the rules in the *Publication Manual*. When we refer to “APA format,” we mean the nitty-gritty details of how your written work will appear on paper: the margins, the font, when to use an ampersand (“&”) and when to use the word “and,” inserting the correct information in the top 1-inch margin of your paper, when to use numerals (“12”) and when to spell out numbers (“twelve”), how to format tables with only horizontal lines, and how citation styles in the text vary with the number of authors. These details address the appearance of an APA-formatted paper.

An EasyGuide to APA Style (5th ed.) is written for students who are learning to write in APA style using APA format. Why not just rely on the “official” book, the seventh edition of the *Publication Manual of the American Psychological Association* (hereafter known as the *PM*; APA, 2020)? The *PM* is not evil. And if your instructor thinks you should purchase it, then you probably should. However, you should know that the *PM* was not written primarily as a guide to help students learn to write better. (That is the purpose of *this* book.) The *PM* was initially created to provide guidance to researchers on how to submit journal article manuscripts for consideration to be published in the scientific literature. However, it is clear that the *PM* has evolved into much more than an instruction set and is now a prescriptive collection of rules (format) and writing advice (style) aimed at facilitating and fostering scientific research. Could you actually use our *EasyGuide* as a replacement for the *PM*? We think so, but be sure to follow the advice of your instructors. After all, they are the ones who are reading, grading, and providing feedback. That said, beware of the itty-bitty style guides often required for English composition or first-year writing classes. It may be nice to have one book with all the major styles in it, but books such as these often do not provide all the key information needed and, therefore, are rarely a good substitute for the real thing—or better yet, for a resource such as the one you now hold in your hands.

Here is an analogy to consider when thinking about the *PM*: The 2025 rulebook for Major League Baseball is 192 pages long; knowing the rules may be important to a baseball player, but knowing the rules will not make you a better baseball player. However, you can become a better ballplayer over time if you add tons of baseball practice with feedback from knowledgeable sources (e.g., coaches, experienced players, books, and videos). We want this book to be one of those knowledgeable sources you consult regularly to improve your scientific writing throughout your undergraduate career. Combined, we have taught for a long time and have read and graded thousands upon thousands of pages of student papers. We take you behind the scenes of writing and point out major common errors so you can avoid them. We have organized this book to make it easy to find the information students typically need to have when learning APA style to write papers, which is sometimes not the case with the *PM*.

WHY APA STYLE ANYWAY? WASN'T MLA GOOD ENOUGH?

You have probably already played with AI helping you write. If you used the Grammarly app (which helps with sentence structure), Microsoft Copilot, ChatGPT, Claude, or any other such program, you can get text and assignments completed, but you will not learn the writing rules. (Full disclosure: we used Grammarly to help improve the prose in this book.) By the time you read this, you have been exposed to some of the rules of at least one other style guide, which may have been that of the Modern Language Association (MLA). It might have been in high school or even in a college-level English composition class, but you may have used MLA style if you wrote your papers with footnotes, had a bibliography or works-cited page at the end of your paper, or used *op. cit.* or *ibid.* in your referencing. The typical MLA method of citing involves listing the author and the page number where the information came from (compared with APA style, which uses author followed by year published). So why APA format? Wasn't MLA good enough?

It is hard to know with certainty why MLA style was not adopted for psychological writing. The Modern Language Association was founded in 1883 (MLA, 2021); the American Psychological Association was founded in 1892. However, the first “Instructions” to APA authors were not published until 1929, and the *MLA Handbook*—formally known as the *MLA Handbook for Writers of Research Papers* (MLA, 2021)—is now in its ninth edition. So, for whatever reason, separate style guides emerged—and there are many more (e.g., Chicago style; American Sociological Association style; Turabian style; Modern Humanities Research Association style; and for newspapers, Associated Press style).

So where did APA style and format come from? In the very first “Instructions in Regard to Preparation of Manuscript” (1929), a six-member panel recommended “a standard of procedure, to which exceptions would doubtless be necessary, but to which reference might be made in cases of doubt” (p. 57). On a less positive (but believable) note, the 1929 “Instructions” noted that “a badly prepared manuscript always suggests uncritical research and slovenly thinking” (p. 58). Whether fair or not, the quality of our writing reflects the quality of our thinking! Good science requires communication; if we do not communicate well, even the best ideas in the world will not be understood by others. (Think about the professor who you know is brilliant but has difficulty communicating on a level any student can understand.)

Even though APA format may seem cumbersome to learn, once you are familiar with it, you will feel more comfortable with its conventions. If you have started to read journal articles and papers, you may notice that most, if not all, follow the same organization. The more articles you read, the more thankful you will be that each article is written in the same format and style. It really does make reviewing the literature much easier. We cannot imagine reading a journal article in which the Results section appears before the Method section (and that is not because we lack imagination or are geeks). Following (and relying on) APA style and format provides readers with scaffolding to

process the complex ideas and information being presented. Ever watched a movie in which the sequence of events is shown out of order (e.g., multiple flashbacks)? Can you tell if something is foreshadowing or background information? Then the movie jumps again. Are we back to the present, or is this a peek into the future? Only once in a while does it work well. (Check out the movies *Memento* [Todd et al., 2000], *Inception* [Nolan et al., 2010], and *Mulholland Drive* [Edelstein et al., 2001] for real mind-bending experiences.) Following a sequence and order provides a framework for understanding what happened, what is happening, and what will happen.

IN THE LONG RUN, ATTENTION TO DETAIL MATTERS (INCLUDING APA STYLE AND FORMAT)

As you become familiar with the details of writing in APA style and format, either through using this book alone or with the *PM*, you should keep two important points in mind. First, there will be times when you are frustrated by having to learn a new format, when MLA, Chicago, or another style was working just fine before. Although it may be frustrating to learn something new, this is a task you will repeat hundreds if not thousands of times throughout your work career. This task is part of being an educated person. New procedures will be implemented, a new type of software will be installed, a new gadget will be invented, a new edition of a publication manual will be written—and your task will be to figure it all out. An inherent love of learning and taking on new challenges is an attitude that will serve you well with your future employers, whoever they may be. So, the ability to learn how to write capably in APA style demonstrates a competence you have that others may not share; in fact, you might know fellow students who pick classes with the least amount of writing. If you develop a skill in an area others systematically avoid, you inevitably make yourself more marketable.

The ability to pay attention to detail, particularly regarding APA format, can help separate the good from the great. Research is making a strong case for the importance of knowing APA style (Ciarocco & Strohmetz, 2022). In fact, in an early study by Gardner (2007) on why new collegiate hires get fired, failure to pay attention to details is one of the top reasons reported. That is a gift if you can handle both the big picture and the minute details simultaneously. These gifts can be developed with practice. Practice may not make perfect, but practice allows one to get better and closer to perfect. You have to study, learn from mistakes, and be willing to make the mistakes to maximize your learning ability; obviously, you need to be willing to attempt the task numerous times to gain these experiences. Paying attention to the details can make the difference between earning an A or a B in a course. You may not like the details or how picky and arbitrary they seem, but knowing the rules (and knowing those occasions when you can break the rules) is invaluable. Plus, as you will read in this book, those seemingly “picky” rules can be very helpful to practicing robust science.

Keep in mind that these rules are in place not just for students learning to write. We have evidence to support the fact that psychologists (including your professors) must also play by the same rules. Brewer et al. (2001) reported that in a survey of journal editors in psychology, 39% of the editors responding indicated that they had rejected an article submitted for publication solely because the writing did not adhere to APA style and format. These rules are the same rules scientists play by, and, clearly, the penalties for not following the rules can be harsh for faculty and students alike.

WRITE FOR YOUR SPECIFIC AUDIENCE: TERM PAPERS VERSUS FORMAL RESEARCH PAPERS

Ultimately, we all have to play by the rules. Unfortunately, the rules are often a moving target. Have you heard the variation on the Golden Rule—those who have the gold make the rules? In this case, your audience makes the rules for your writing, and your audience (your instructor) may not always be clear about expectations, which means you have to be. Although there are many excellent, skilled, caring instructors out there (we know many of them and salute them all), not all instructors pay as much attention to the assignment design as they could. For example, an instructor may give a writing assignment, like the one in the box, thinking the instructions are perfectly clear. But see how many questions we have after reading the “assignment.”

Before class next week, I want you to pick a topic in psychology and write a research paper about your topic. Be sure to use evidence to support your position. Make sure you complete the following:

1. Write in APA format.
2. Your paper must be 5 to 7 pages in length.
3. To save paper, use single spacing.
4. Use reference citations in the text of your paper to support any claims you make.

The paper is due on Thursday, and here it is Wednesday night (though we do not recommend waiting until the night before); you sit down to write your paper—no problem? Please take a closer look at this assignment; it is wide open and does not provide enough detail for you to be confident about what your audience (your instructor) wants. The instruction “write in APA format” is vague at best, especially because the third point in the assignment contradicts it; APA format uses double-spaced text. Does this instructor want a title page? An abstract (probably not)? A references page? Do the title page and the references page “count” toward the five- to seven-page requirement? Are direct quotations OK? Are a minimum number of references required? Can you use all kinds of reference materials or just refereed journal articles?

First, an important point: We hope you know it pays to start the writing process earlier. Not only would you have more time to get clarification on the assignment; you would have time to write more than one draft, something that contributes to higher quality papers (Landrum, 2020). Additionally, students who start assignments earlier do better in class (Gurung et al., 2025), and students who habitually delay starting assignments are 21 times more likely to fail their courses than students who start on time (Agnihotri et al., 2020).

A basic tenet of any writing is this: Write for your audience. In most cases now, your audience is your instructor. You need to know what your instructor wants, even if the instructor thinks the instructions are clear. You need to know the questions to ask so you can get the answers you need to succeed. This book will help you identify which questions to ask and, when you get the answers, will give you specific tips on how to do well on the major parts of your writing assignments, whether they are term papers or research papers.

So what would a research paper look like? A research paper, especially in psychology (as in an experimental paper), is typically scripted; you are likely to have specific subsections, such as a Method section and a Results section, and many other details to attend to. A research paper is likely to employ APA style and most, if not all, components of APA format. Even though APA style and format provide particulars about how to write your paper, you will discover that different instructors have different expectations about style and format; attention to detail will be of ultimate importance to some, and others may not care at all. You cannot use a one-size-fits-all approach and expect to consistently succeed in your coursework. You may need to change your writing approach to fit both the assignment and the instructor; also, your instructor's expectations during a semester may change. (We know—that can be frustrating.) Do not be shy. Ask questions. If you are brave, point out inconsistencies, pay attention to details, and work to meet the needs of your audience. If you can conquer these lessons as an undergraduate student, these skills and abilities will serve you well beyond graduation.

Do not copy, post, or distribute

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YOUR VISUAL TABLE OF CONTENTS QUICKFINDER

Have you ever had the challenge of looking up a word in the dictionary that you were unsure you knew how to spell? Similarly, you might not know you need help fixing an anthropomorphism error if you do not know what an anthropomorphism error is. You cannot search for how to include a part of your paper or how to follow a certain rule if you do not even know that part of the paper or that rule exists. Consequently, we designed a “visual table of contents” for you in this chapter, where we show you a complete research paper. Rather than give you tips about it and suggestions for avoiding mistakes (which we will do in Chapter 19), we use the sample paper as a visual organizer in this chapter. Not sure how to cite a reference in the text? Find an example of what you are trying to do in the sample paper, and then follow the QuickFinder guide bubbles that point you to the chapter and page in this book where you can find help.

By the way, this is a real student paper. Please note that we are presenting it to be formatted as a student paper. (When papers are submitted as manuscripts to journals to be considered for publication, the formatting of the first page is different for a professional title page.) Parts of it have been modified from the original, but this is meant to be a realistic example of student work. Is it a perfect paper? No (and Sophia is OK with that). Will you be able to find errors or mistakes in the paper? Probably. *We use this paper as a visual guide, not an example of perfection.* The point is not to look for errors but to identify easily where in this guide we discuss the different parts of a paper. So do not use this paper as a model of exactly what to do (because, as we said, there are errors here); instead, use it to find what you want to learn about. Some of our QuickFinder bubbles point at mistakes, but most are positioned to draw your attention to different parts of a paper and what needs to be considered before you turn in a paper. If you want to use this sample paper to test your knowledge of APA style and format, please mark up the errors and see if you can correct them once you have mastered this guide.

You will also find most of the items included in the QuickFinder bubbles in the table of contents at the beginning of this book. We decided to include this visual table of contents in part for those of us who prefer and are more comfortable seeing content illustrated visually. We like the idea of helping you identify APA style details using different mechanisms, including a sample paper with a visual table of contents. So if you are trying to find information that you think is or should be in this book, you can try the traditional table of contents at the front of the book, the index at the back of the book, and the visual table of contents here in this chapter, with the QuickFinder guides.

THE SAMPLE PAPER WITH CONTENT AND CHAPTER NUMBERS

Page Numbering

See directions for how to insert page numbers using Microsoft Word
See Ch. 16

The Effects of ADHD Familiarity on Perceptions of People with ADHD

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PSYC 321 Research Methods

Dr. Eric Landrum

April 22, 2024

Title Page

For a student paper, your title page should look exactly like this. Note the extra line space between the title and your name
See Ch. 14

Boldface and Capitalization

The title of your paper is boldfaced, and note the capitalization of words in the title. This is sometimes called "title case"
See Ch. 14

Abstract

ADHD is a very common disorder that many people stigmatize and misperceive. Though many people with ADHD are highly intelligent and successful, perceptions do not always match this reality. Students in an introductory college class took a survey that tested if there was a difference in perceptions based on a person's ADHD familiarity. Some of the perception-based questions yielded statistically significant results. This provides more information on how ADHD knowledge impacts perceptions, which could be important for developing education and other strategies to improve perceptions of people with ADHD.

Keywords: ADHD, perceptions, familiarity

Abstract

There are details in the abstract to attend to; the word "Abstract" is centered and boldfaced, there is no indent, and the word "Keywords" is indented and italicized. See Ch. 14

The Effects of ADHD Familiarity on Perceptions of People with ADHD

Attention-Deficit/Hyperactivity Disorder (ADHD) is the most commonly diagnosed mental disorder in children aged 3 to 17 years old (The Centers for Disease Control and Prevention, 2023). For millions of children and others, ADHD is a part of their daily lives. Despite its prevalence, ADHD is often stigmatized. There are discriminatory attitudes and negative perceptions of people with ADHD at all ages (Mueller et al., 2012). Though there is often a negative perception, people with ADHD are capable of academic and personal lifelong success.

Using an Acronym

It is a good practice to define acronyms, even common ones, when first used.
Ch. 18

Mueller et al. (2012) discuss the negative perceptions of ADHD in both children and adults. Peers of children with ADHD are less likely to choose people with ADHD as friends and can find them to be an annoying classroom disruption. Adults often do not want their kids to make friends with other kids who have ADHD and also do not want to interact with children with ADHD themselves. Adults also stigmatize medication use by children with ADHD. Many adults believe that medication should not be taken for ADHD and have concerns such as becoming addicted and losing control of their senses. The stigmatization continues into adulthood, with adults being less likely to want to interact with other adults who have ADHD symptoms. Mueller et al. have shown how having ADHD sets up an individual for a lifetime of negative perceptions and more complex social interactions, often regardless of their other qualities.

Potential misdiagnoses complicate the negative perception of ADHD. This is especially true regarding the connection between ADHD and academic giftedness. Having both a learning disability such as ADHD and being gifted is referred to as twice exceptionality. The first question that must be asked is if ADHD twice exceptionality is even possible or if it is misdiagnosis due

to the overlap between ADHD symptoms and the symptoms of a student who is gifted and bored, under-challenged, or underachieving for a different reason. (McCoach et al., 2020; Rinn & Reynolds, 2012).

One theory is that some students who are gifted are misdiagnosed with ADHD, and what they actually are is a concept that originates from the Dabrowski model of overexcitabilities. When one takes in and processes more stimuli than the brain can handle, it creates overexcitabilities, which are psychomotor, sensual, intellectual, and emotional. These overexcitabilities are far more common in gifted students than in the general population (Bouchard, 2004; Rinn & Reynolds, 2012). The overexcitabilities are so prevalent in students who are gifted that it was the foundation for a new test called the Elementary Overexcitability Test (EOET). The test was designed as a way for students to be diagnosed as gifted using the way they view the world and process information instead of their surface-level academic performance (Bouchard, 2004). Overexcitabilities, especially psychomotor overexcitability, can present themselves in a way that looks similar to ADHD symptoms. This has led some researchers to wonder if students identified as both gifted and having ADHD have been misdiagnosed and instead have overexcitabilities. This is supported by researchers who found a significant relationship between ADHD and overexcitability scores. The researchers concluded that there was a substantial possibility of misdiagnoses of ADHD in those who are gifted for this reason (Rinn & Reynolds, 2012).

Another study was conducted on the medical possibility of ADHD in students identified as gifted, and the researchers found that ADHD is a valid diagnosis in students with a high IQ. They found that those diagnosed with ADHD had high familial ADHD rates, regardless of IQ. Students with a high IQ and ADHD are more

Multiple Citations in Text

When citing two or more sources like this, the sources should be presented in alphabetical order by first authors' last name and should be separated by a semicolon. See Ch. 8

In-Text Citation Rule

Inside parentheses, use the ampersand symbol (&) rather than the word "and". See Ch. 8

grades compared to their peers with a high IQ but no ADHD diagnosis (Antshel et al., 2007).

This supports the idea that twice exceptionality is not always a misdiagnosis.

Though twice exceptionality is usually diagnosed correctly. One reason for this is an individual's giftedness. Those who have a high IQ in addition to ADHD mechanisms for their ADHD. This means they can show better executive function than those with just ADHD and often perform similarly on cognitive tests to the average population (Cadenas et al, 2020; Milioni et al, 2017). Even if a student struggles, the deficits are more easily overlooked when they are already identified as gifted. A student identified as gifted who is not performing well academically is likely to be seen as bored, understimulated, and acting out and not considered for ADHD (McCoach et al., 2020).

There is also the possibility of ADHD masking giftedness. Often, when symptoms characteristic of both ADHD and giftedness are described, people, including mental health professionals, assume ADHD over giftedness. In one study, school psychology graduate students were given a description of a child with both ADHD and giftedness, and not one graduate student considered both. Often, students want to say "Research suggests," which is an anthropomorphism/pathetic fallacy error. See Ch. 3. Even among graduate students, many still only considered ADHD. This occurs in classroom settings, with researchers showing that teachers were less likely to refer a student to a gifted program if they had a disability label such as ADHD (Bianco, 2005). These researchers suggest that when a child is labeled with ADHD or when ADHD symptoms are most prevalent, giftedness is rarely even considered a possibility. This has made me wonder about the larger implications of how people view ADHD in relation to giftedness and even to overall success.

And Others

Be sure to use "et al." properly in text, and understand what it means
Ch. 8

Proper Credit

Sophia did a nice job referring to "These researchers." Often, students want to say "Research suggests," which is an anthropomorphism/pathetic fallacy error
See Ch. 3

First Person Pronoun

Using the first person pronoun is perfectly acceptable and promotes clarity; it is clear who the idea comes from, and this technique avoids the passive voice
Ch. 3

ADHD and academic giftedness and also studies on general population and social interaction. However, this view views ADHD in terms of the possibility of academic giftedness and the overall success of those with ADHD. I am also interested in finding out if those who know people close to them with ADHD or are diagnosed with ADHD themselves will have different perceptions on this issue. The purpose of my study is to examine the relationship between familiarity with ADHD and perceptions of people with ADHD.

To accomplish this study, I polled students taking an introductory psychology course at a large metropolitan university. They were given an anonymous survey as part of their class, which included questions about their familiarity with ADHD and their perceptions of the possible success of people with ADHD.

There is a negative stigma around ADHD, both for children and adults diagnosed with the condition. However, despite this negative perception, people with ADHD can be successful. This made me wonder if those who have been diagnosed with ADHD can be successful. I hypothesize that those who have been diagnosed with ADHD will have different perceptions of ADHD compared to those who have little ADHD familiarity.

Headings

The "Method" here is a Level 1 heading, is centered and boldfaced; the "Participants" here is a Level 2 heading, flush left and boldfaced. Both use title case capitalization rules
Ch. 14

Method**Participants**

For this study, I surveyed 108 students at a large metropolitan university enrolled in an

introductory psychology course. Each student received course credit for completing the survey.

The participants included 77 females and 31 males, ages ranging between 58 and 18.

Materials

I could not find a source with specific questions I could use, nor could I find a study with similar questions on which to base my survey. Considering this, I created the questions based on my general knowledge of ADHD perceptions and research from the literature review. I pilot-tested the questions before using them in the survey by getting feedback from a sample of students not enrolled in the class I surveyed for my official data. For a complete list of questions used, refer to Table 1.

Procedure

The participants took an online omnibus survey through Qualtrics. Students participated individually and on their own time, and they had an unlimited amount of time to complete the survey. All answers were completely anonymous. At the end of the survey, students received a debrief and access to extra support resources if needed.

Results

To recap, I hypothesized that those who have been diagnosed with ADHD would have different perceptions of people with ADHD compared to those who have not. The independent variable questions asked were “have you ever been diagnosed with ADHD?” and “has someone close to you ever been diagnosed with ADHD.” The dependent variable questions asked were “I feel that a person with ADHD can be very intelligent” and “I feel that a person with ADHD is very lazy.” The answers 1 = *yes* and 2 = *no*. The following dependent variable “I feel that a person with ADHD can be very intelligent” was measured on a scale from 1 = *strongly disagree* to 5 = *strongly agree*. There is not a statistically significant difference between people with an ADHD diagnosis

Verbal Descriptors of Scale Anchors

The word-based (verbal) descriptors of the anchors of a numerical scale are italicized. See Ch. 13

8

($M = 4.50$, $SD = 0.63$) and those without an ADHD diagnosis ($M = 4.34$, $SD = 0.62$) and their responses to the question “I feel that a person with ADHD can be very intelligent,” $t(106) = 0.97$, $p = .333$. There is a significant difference between those who know someone close to them with an ADHD diagnosis ($M = 4.45$, $SD = 0.60$) and those who do not know someone close to them with an ADHD diagnosis ($M = 4.16$, $SD = 0.60$) in response to the question “I feel that a person with ADHD can be very intelligent,” $t(106) = 2.15$, $p = .033$. The thesis was also tested with the question, “I feel that a person with ADHD is more likely to struggle academically,” which was measured on a scale from 1 = *strongly disagree* to 5 = *strongly agree*. There is not a statistically significant difference between people with an ADHD diagnosis ($M = 3.13$, $SD = 1.15$) and those without an ADHD diagnosis ($M = 3.27$, $SD = 0.97$) and their responses to the question “I feel that a person with ADHD is more likely to struggle academically,” $t(106) = -0.54$, $p = .589$. There is not a significant difference between those who know someone close to them with an ADHD diagnosis ($M = 3.28$, $SD = 0.96$) and those who do not know someone close to them with an ADHD diagnosis ($M = 3.16$, $SD = 1.10$.) and their responses to the question “I feel that a person with ADHD is more likely to struggle academically,” $t(105) = 0.54$, $p = .591$.

Statistical Symbols

Statistical symbols such as M and SD are italicized in text
See Ch. 21

Spacing

Treat the equal sign (=) and the less than sign (<) like a word, meaning, insert a space on both sides of the sign
See Ch. 10

The final question to test my hypothesis was “I would be happy to have someone with ADHD as my friend,” which was measured on a scale from 1 = *strongly disagree* to 5 = *strongly agree*. There is not a statistically significant difference between people with an ADHD diagnosis ($M = 4.38$, $SD = 0.89$) and those without an ADHD diagnosis ($M = 4.23$, $SD = 0.76$) and their responses to the question “I would be happy to have someone with ADHD as my friend,” $t(106) = 0.70$, $p = .487$. There is a significant difference between those who know someone close to them with an ADHD diagnosis ($M = 4.39$, $SD = 0.75$) and those who do not know someone close

to them with an ADHD diagnosis ($M = 3.90$, $SD = 0.75$) and their responses to the question “I would be happy to have someone with ADHD as my friend,” $t(105) = 3.08$, $p = .003$.

Two additional dependent variable questions yielded statistically significant results. The first question was “it is possible for a person with ADHD to be academically gifted,” measured on a scale from 1 = *strongly disagree* to 5 = *strongly agree*. There is a significant difference between those who know someone close to them with an ADHD diagnosis ($M = 4.55$, $SD = 0.66$) and those who do not know someone close to them with an ADHD diagnosis ($M = 4.26$, $SD = 0.68$) and their responses to the question “I feel that people with ADHD can be just as successful as anyone else,” measured on a scale from 1 = *strongly disagree* to 5 = *strongly agree*. There is a significant difference between those who know someone close to them with an ADHD diagnosis ($M = 4.55$, $SD = 0.66$) and those who do not know someone close to them with an ADHD diagnosis ($M = 4.26$, $SD = 0.68$) and their responses to the question “I feel that people with ADHD can be just as successful as anyone else,” $t(105) = 2.07$, $p = .041$. None of the results were statistically significant.

Leading Zero

For statistics that cannot be larger than one — for example, a p value or a correlation coefficient — do not include a leading zero in front of the decimal point. See Ch. 10

1.02) and their responses to the question “it is possible for a person with ADHD to be academically gifted,” $t(105) = 2.21$, $p = .029$. The second additional question was “I feel that people with ADHD can be just as successful as anyone else,” measured on a scale from 1 = *strongly disagree* to 5 = *strongly agree*. There is a significant difference between those who know someone close to them with an ADHD diagnosis ($M = 4.55$, $SD = 0.66$) and those who do not know someone close to them with an ADHD diagnosis ($M = 4.26$, $SD = 0.68$) and their responses to the question “I feel that people with ADHD can be just as successful as anyone else,” $t(105) = 2.07$, $p = .041$. None of the results were statistically significant.

Measures of Central Tendency, Variability

When reporting a measure of central tendency (like a mean), a measure of variability should also be included (like a standard deviation). See Ch. 9

From my data, I found that there is a significant difference between those who know someone close to them with ADHD and those who do not know someone close to them with ADHD. Those who knew someone with ADHD tended to have more positive perceptions than those who did not. The questions that yielded significant results were those that were more subjective and purely perception-based. The questions whose answers could be found more objectively (such as school grades or arrest rates) were less significant. I suspect that this is

because people did not feel confident about objective statistics of people with ADHD, such as how their grades compare to others. They only had strong perceptions of more subjective items and, therefore, easier to create opinions on. It is also important to note that there was no significance in perceptions of those who are diagnosed with ADHD compared to those without a diagnosis. It was knowing someone with ADHD, not having it oneself, that was significant.

I hypothesized that those who have been diagnosed with ADHD or who know someone close to them who has been diagnosed with ADHD will have better perceptions of people with ADHD compared to those who have little or no contact with people with ADHD. The idea that those who know someone close to them with ADHD will have better perceptions. In the questions regarding friendship, intelligence, and success, there was a significant difference between those who knew someone with ADHD and those who did not. People who knew someone with ADHD were more likely to believe that people with ADHD were capable of intelligence and success and were more likely to desire friendship with people with ADHD. This means that those who know someone with ADHD had better perceptions in these categories, supporting my hypothesis. There was no support for the part of my hypothesis that people with an ADHD diagnosis would have more positive perceptions than those without a diagnosis. There were no statistically significant results when comparing these two groups.

The results of my study align with the previous literature on ADHD perceptions. Mueller et al. discuss general negative perceptions of people with ADHD. One of the specific findings in the study was that peers are less likely to choose a person with ADHD as a friend (Mueller et al., 2012). This is similar to my finding that those without ADHD familiarity had a statistically significant difference in wanting a person with ADHD as a friend. Another interesting finding

The results of my study align with the previous literature on ADHD perceptions. Mueller et al. discuss general negative perceptions of people with ADHD. One of the specific findings in the study was that peers are less likely to choose a person with ADHD as a friend (Mueller et al., 2012). This is similar to my finding that those without ADHD familiarity had a statistically significant difference in wanting a person with ADHD as a friend. Another interesting finding

Line Spacing

In between paragraphs or sections, there should not be extra line spaces inserted; just use regular double spacing throughout. See Ch. 14

from previous studies is that teachers were significantly less likely to refer a student to gifted programs if they already had a disability label such as ADHD. They seemed not to consider giftedness as a real possibility if a student had ADHD (Bianco, 2005). This aligns with my finding that there was a significant difference in people with and without ADHD familiarity and believing it possible that someone with ADHD could be intelligent or academically gifted. This study also filled a gap in the research and related to ADHD familiarity.

Based on the results of my study, improves perceptions of ADHD. I suspect known a person with ADHD, they can better understand the disorder and see for themselves that people with ADHD can be just as successful or intelligent as anyone else. When a person is more familiar with ADHD, it becomes less of an unknown label that is easy to stigmatize, and therefore, perceptions of ADHD improve. Based on these speculations, I believe that it could be very beneficial to promote more public information about ADHD and people with the disorder. If people were more educated on what ADHD actually was and were presented with stories of people with ADHD, people would better understand the struggles of ADHD but also understand that people with ADHD can be highly successful. This education should include twice exceptionality so that people become more aware that being gifted in conjunction with ADHD is possible and further prove just how successful and talented people with ADHD can be. Promoting this public education, people's ADHD perceptions.

There were several limitations in my sample and the limited types of perceptions covered in my survey questions. The sample for my

Give Credit Where Credit Is Due

When borrowing ideas from others, you must always give credit where credit is due, otherwise that is plagiarism. Use APA format like this for in-text citations
See Ch. 5

One Space After a Sentence

The seventh edition of the APA Publication Manual recommends inserting only one space after a period/sentence.
See Ch. 16

study consisted of college students from the same university in an introductory psychology class. Future studies should use a more diverse sample with more variety in ages, education level, geographic location, etc. These are factors that may alter perceptions and are something that should be looked into further. I was also limited in the questions that I asked. While there were exceptions, many questions I asked related to academics and academic success. Future studies should focus on other factors of ADHD perceptions, such as career success, social/emotional success, medication-related perceptions, and so on. Future studies should also explore ADHD perceptions using these factors in a more diverse sample.

In conclusion, I found a

someone close to them with an ADHD diagnosis and those who do not, especially when perceptions are based on more subjective questions. This fills a previous gap in the literature on how ADHD familiarity affects perceptions and could be important in developing new education that could reduce negative perceptions and bring more understanding of ADHD.

First Person Clarity

Writing in the first person voice brings clarity to your message and clearly communicates who performed the actions; this level of clarity is always preferred
See Ch. 6

Where to Start

The References section should not continue immediately after the Discussion section, but the References section starts at the top of the next page.
Ch. 12

References Section

The word "References" is centered and boldfaced at the top of a new page. See Ch. 12

References

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Digital Object Identifier (DOI)

Include the Doi for all reference citations that have a Doi. Start each Doi with this exact format <https://doi.org/> even if that is not how the Doi is presented in the journal article/source. Do not include a period at the end of a Doi. See Ch. 12

Internet Citation

Present Internet citations/URLs like this; do not insert spaces or dashes, and do not include the phrase "Retrieved on" See Ch. 12

McCoach, D. B., Siegle, D., & Rubenstein, L. D. (2020). Pay attention to inattention: Exploring ADHD symptoms in a sample of underachieving gifted students. *Gifted Child Quarterly*, 64(2), 100–116. <https://doi.org/10.1177/0016232719888888>

Spacing

For author initials, insert one space after the initial and the period, unless that initial is adjacent to a comma. See Ch. 12

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Hanging Indent

In a reference citation with more than one line of text, all of the lines after the first one are indented; Microsoft Word can do this automatically for you. See Ch. 12

Table 1
ADHD Perceptions Survey Items, with Descriptive Outcomes

Item	<i>M</i>	<i>SD</i>
1. Have you ever been diagnosed with ADHD		
2. Has someone close to you ever been		
3. I feel that a person with ADHD is less		
college than someone without ADHD		
4. I feel that a person with ADHD is more		
5. I would be happy to have someone w		
6. I feel that a person with ADHD is more likely to struggle	3.24	1.00
academically		
7. I feel that a person with ADHD can be very intelligent	4.37	0.62
8. I expect someone with ADHD to have worse grades than	2.19	0.88
someone who does not have ADHD.		
9. It is possible for a person with ADHD to be academically	4.28	0.89
gifted		
10. I feel that people with ADHD can be just as successful as	4.48	0.68
anyone else		

Notes. Items 3-10 were measured on a scale from 1 = *strongly disagree* to 5 = *strongly agree*. For Item 1, 14.8% reported having an ADHD diagnosis, and 85.2% reported not having an ADHD diagnosis. For Item 2, 71.0% reported knowing someone close to them with an ADHD diagnosis and 29.0% reported not knowing someone close to them with an ADHD diagnosis.

Table Preparation

The table label is boldfaced and flush left; the table title underneath is italicized using title case capitalization. This table is double-spaced, although APA-formatted tables do not have to be double-spaced
See Ch. 15

Number Rules

Means and standard deviations are reported to two decimal places, and leading zeroes are properly included
See Ch. 13