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Modeling the dynamics of real-world perceptual expertise.

[10.1037/xlm0001496](https://doi.org/10.1037/xlm0001496)

Journal of Experimental Psychology: Learning, Memory, and Cognition

Shen, Jianhong; Palmeri, Thomas J.

Novices are faster to verify categories at intermediate (“basic”) levels of abstraction (bird) than superordinate (animal) or subordinate (blue jay) levels, whereas experts are equally fast at subordinate and intermediate levels. One explanation (“entry-level hypothesis”) is that for novices, categorization at intermediate levels is faster because it is the “entry level” into conceptual knowledge; experts become as fast at the subordinate level because the subordinate level becomes an alternative entry level. An alternative explanation (“differentiation hypothesis”) is that for novices, categorization at intermediate levels is faster because that level is more differentiated and informative, not that it happens first; experts become as fast at the subordinate level because representations of objects at that level become more differentiated. We evaluated these hypotheses by fitting the diffusion decision model to accuracy and response time data from online participants with various psychometrically measured levels of birding expertise. We identified

the alternative hypotheses with diffusion decision model parameters: Differences in nondecision time across category levels are arguably associated with the entry-level hypothesis, whereas differences in drift rate are arguably associated with the differentiation hypothesis. We fitted the diffusion decision model using a Bayesian hierarchical framework to estimate individual differences in model parameters across conditions. Behaviorally, we replicated the entry-level shift online. Theoretically, we found that differences in categorization speed across levels of expertise were captured by differences in both drift rate and nondecision time across levels. These results provide insights into the changes in representations and processes with the development of perceptual expertise.

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Cultivating wisdom through metacognition: A new frontier in decision-making under radical uncertainty.

[10.1037/mac0000235](https://doi.org/10.1037/mac0000235)

Journal of Applied Research in Memory and Cognition

Grossmann, Igor; Johnson, Samuel G. B.

In an uncertain world, traditional decision-making models and wisdom cultivation methods fall short. Emulating exemplars or relying on mental shortcuts and habits may help in some situations but often fail with ill-defined problems and transformative decisions. We propose that cultivating metacognition—awareness and regulation of one’s thoughts, feelings, and goals—is key to navigating these challenges. Metacognitive strategies like intellectual humility, perspective-taking, and open-mindedness help individuals discern complex situations, consider multiple viewpoints, and adapt their decision-making. Though not a cure-all, metacognition represents a promising frontier in cultivating wisdom. Insights from philosophy, psychology, and contemplative traditions suggest a range of interventions to foster metacognitive skills and enhance wise decision-making amid radical uncertainty. We call for a paradigm shift in how we approach judgment and decision-making, inviting researchers and practitioners to explore the untapped potential of metacognition in navigating life’s most complex challenges.

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Latinx trans and gender diverse people’s daily experiences of discrimination, violence, survival, and wellness: A writing approach.

[10.1037/cou0000813](https://doi.org/10.1037/cou0000813)

Journal of Counseling Psychology

Abreu, Roberto L.; Sostre, Jules P.; Martin, Julio A.; Lockett, Gabriel M.; Vazquez, Teresa

Latinx transgender and gender diverse (TGD) people disproportionately experience discrimination and violence due to interlocking systems of oppression such as White supremacy, anti-Black racism, cissexism, and xenophobia. Violence toward Latinx TGD communities in the United States has heightened due to the hostile sociopolitical climate, contributing to increased negative mental health outcomes such as depression and suicidal ideation. Guided by gender minority stress, intersectionality, and psychopolitical validity frameworks, this study sought to explore Latinx TGD people daily experiences of discrimination and violence, as well as narratives of coping, survival, and wellness. Using a writing approach, 24 Latinx TGD people responded to a timed writing prompt about their daily experiences with discrimination and violence. Using reflexive thematic analysis, five themes and 11 subthemes were created: (a) utilizing power to police and inflict violence within interlocking systems of oppression, (b) rejection and violence within intimate and close relationships, (c) psychological impact of navigating systems of oppression, (d) navigating violence in the moment, and (e) coping and experiencing wellness. The authors provide implications for practice and advocacy such as using strength-based interventions grounded on liberation psychology and radical healing when working with Latinx TGD communities.

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Improving generalizability of developmental research through increased use of homogeneous convenience samples: A Monte Carlo simulation.

[10.1037/dev0001890](https://doi.org/10.1037/dev0001890)

Developmental Psychology

Jager, Justin; Xia, Yan; Putnick, Diane L.; Bornstein, Marc H.

Due to its heavy reliance on convenience samples (CSs), developmental science has a generalizability problem that clouds its broader applicability and frustrates replicability. The surest solution to this problem is to make better use, where feasible, of probability samples, which afford clear generalizability. Because CSs that are homogeneous on one or more sociodemographic factor may afford a clearer generalizability than heterogeneous CSs, the use of homogeneous CSs instead of heterogeneous CSs may also help mitigate this generalizability problem. In this article, we argue why homogeneous CSs afford clearer generalizability, and we formally test this argument via Monte Carlo simulations. For illustration, our simulations focused on sampling bias in the sociodemographic factors of ethnicity and socioeconomic status and on the outcome of adolescent academic achievement. Monte Carlo simulations indicated that homogeneous CSs (particularly those homogeneous on multiple sociodemographic factors) reliably produce estimates that are appreciably less biased than heterogeneous CSs. Sensitivity analyses indicated that these

reductions in estimate bias generalize to estimates of means and estimates of association (e.g., correlations) although reductions in estimate bias were more muted for associations. The increased employment of homogeneous CSs (particularly those homogeneous on multiple sociodemographic factors) instead of heterogeneous CSs would appreciably improve the generalizability of developmental research. Broader implications for replicability and the study of minoritized populations, considerations for application, and suggestions for sampling best practices are discussed.

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Learning by teaching with deliberate errors promotes argumentative reasoning.

[10.1037/edu0000934](https://doi.org/10.1037/edu0000934)

Journal of Educational Psychology

Wong, Sarah Shi Hui

Reasoning and arguing well lies at the core of thinking and constructing knowledge about complex, controversial issues. Leveraging the techniques of learning by teaching and deliberate erring, the present study developed and tested a novel intervention—learning by misteaching—to boost argumentative reasoning. University students (N = 208) were trained on argumentation strategies and studied a dual-position argumentative text on a controversial topic using one of three learning methods: notetaking, correct teaching, or misteaching. The notetaking group prepared to be tested and wrote study notes while generating good arguments about the topic, whereas both teaching groups prepared to teach and wrote a verbatim teaching script about the topic exactly as how they would orate a lecture while generating good arguments (correct teaching) or deliberately weak arguments (misteaching) for their intended audience to spot. All students were then tested on their basic recall of the text and higher order argumentative reasoning in integrating opposing views to form conclusions about the topic (e.g., weighing arguments and counterarguments, developing new alternative solutions or compromises). On both tests, students who had taught outperformed their peers who had written study notes. Importantly, misteaching produced additional gains for argumentative reasoning over correct teaching, even after controlling for recall performance. Yet, students' metacognitive judgments revealed that they were largely unaware of these benefits even after the tests. Overall, these findings demonstrate how learning by teaching and deliberate erring can be strategically combined to improve higher order outcomes such as argumentative reasoning, while highlighting the counterintuitive benefits of intentionally making errors in low-stakes contexts.

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Diagnostic patterns and racial/ethnic differences in antipsychotic prescribing among privately insured youth.

[10.1037/tps0000457](https://doi.org/10.1037/tps0000457)

Translational Issues in Psychological Science

Sepe-Forrest, Linnea; Meraz, Richard; Adams, Sydney M.; Chang, Zheng; D'Onofrio, Brian M.; Quinn, Patrick D.

This study examined antipsychotic prescribing patterns with respect to mental health diagnoses and racial/ethnic differences among privately insured youth. We leveraged 2009–2021 data from Optum’s deidentified Clinformatics Data Mart Database, derived from a database of administrative claims for members of large commercial and Medicare Advantage health care insurance plans. There were 46,372 new antipsychotic users between 6 and 17 years old. For each antipsychotic user, we identified a nonuser with the same age, sex, and year of enrollment. We first examined the sociodemographic and mental health characteristics of antipsychotic users. We then compared the odds of being an antipsychotic user across different racial/ethnic groups. Comparisons were repeated in subgroups of youth diagnosed with attention-deficit/hyperactivity disorder (ADHD), depressive disorders, and disruptive behavior disorders to examine racial/ethnic differences within common, off-label diagnoses. At least 61% of antipsychotic users had no recorded Food and Drug Administration-approved diagnoses. Depressive disorders and ADHD appeared most frequently in 46% and 40% of antipsychotic users, respectively. Across the full sample, racial/ethnic minority youth had approximately 25%–60% lower odds of antipsychotic use compared with White youth. However, racial/ethnic differences were greatly reduced or eliminated within groups of youth with ADHD, depressive disorders, and disruptive behavior disorders. These findings suggest most privately insured antipsychotic users lack recorded diagnoses for which antipsychotic use in youth is Food and Drug Administration approved or has established guidelines. Furthermore, it is possible that observed differences in antipsychotic use among racial/ethnic minoritized groups can be attributed at least in part to disparities upstream of initial diagnoses.

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Lawyer questioning practices in Canadian courtrooms.

[10.1037/cbs0000413](https://doi.org/10.1037/cbs0000413)

Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement

Wylie, Breanne E.; Bruer, Kaila C.; Williams, Shanna; Evans, Angela D.

International researchers have highlighted problems in how lawyers question children. Yet, Canadian lawyers self-report adhering to best practices for

questioning children (i.e., using open-ended questions). The present study is the first to empirically assess lawyer questioning practices in Canadian courtrooms by examining ninety-five 5- to 17-year-old child witness testimonies alleging sexual abuse. Results revealed that Canadian lawyers rarely asked open-ended questions (13% of all questions), though prosecutors were more likely to ask open-ended questions than defence lawyers. Child witnesses elaborated more in response to open-ended questions, as well as with age and when questioned by the prosecution. Declarative questions were the most common question type across lawyers (19% of all questions) and were least likely to elicit elaborated responses (71.5% unelaborated responses). Furthermore, open-ended questions were related to case outcome, more specifically, a conviction. Despite Canadian lawyers' self-reported knowledge of best-practice questioning, their practices largely align with what is observed internationally; that is, an overwhelming reliance on closed-ended questioning that limits children's responding.

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Associations between parenting styles and child self-regulation skills: A series of meta-analyses.

[10.1037/fam0001379](https://doi.org/10.1037/fam0001379)

Journal of Family Psychology

Blume, Jessica; Garcia, Gabriella M.; Garcia, Marianne; Mastergeorge, Ann M.

Children's self-regulation skills have important developmental implications for a variety of outcomes, and parenting practices are instrumental in shaping these self-regulatory skills. Given the variations in associations observed across different populations and inconsistencies in measurement methods, we specifically evaluate different dimensions of parenting styles regarding how behaviors promote, suppress, or passively contribute to child independence and development of self-regulation skills. We utilize a meta-analytic approach to investigate whether different types of parenting engagement predict children's self-regulation abilities and evaluate moderation effects attributed to measurement strategies, sample characteristics, study design, and publication source qualities. Random-effects models with the 62 total included studies yielded significant main effects for supportive ($k = 42$) parenting and suppressive ($k = 50$) parenting, but not passive ($k = 10$) parenting. Parenting style reporting method was confirmed to be a significant moderator for supportive parenting, suppressive parenting, and passive parenting. Findings of the present study emphasize the benefits of supportive parenting and the detriments of suppressive parenting in fostering self-regulation skills across childhood and adolescence. While the directionality of these associations was unsurprising, the alignment in magnitude and therefore near-perfectly antagonistic roles for establishing children's independent regulation is a

striking new contribution to developmental science. The inclusion of passive parenting did not yield significant main effects for the child self-regulation outcome, but the positive trend observed provides a baseline for future reviews to build upon. Implications for these meta-analyses include tailoring of intervention programs to include responsive parenting practices and strategies to reduce punitive discipline approaches.

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Associating everything with everything else, all at once: Semantic associations facilitate visual working memory formation for real-world objects.

[10.1037/xhp0001347](https://doi.org/10.1037/xhp0001347)

Journal of Experimental Psychology: Human Perception and Performance

Yu, Xinchu; Thakurdesai, Sanikaa P.; Xie, Weizhen

Integrating prior semantic knowledge with environmental information is essential for everyday cognition, yet how this process affects ongoing perception and memory remains a vexing problem. We investigate this by studying how associative semantic knowledge interacts with perceptual constraints induced by brief encoding times, thereby supporting visual working memory (VWM) for real-world objects. Study 1 reanalyzed data from Quirk et al. (2020), involving 75 participants across 13,750 trials of a VWM task with randomly chosen objects and verbal distraction. We found that objects' semantic associations, estimated by a natural language processing model, predicted trial-level VWM accuracy under brief but not prolonged encoding times (0.2 s vs. 1–2 s). These results, unaffected by image similarity from computer vision models, were replicated in Study 2 with 50 participants across 11,880 trials. Combined, these findings suggest that semantic associations between arbitrary object pairs can facilitate effective grouping among VWM items to mitigate perceptual constraints, highlighting the broad influence of semantic knowledge in VWM formation.

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Physiological and subjective effects of an oral nicotine pouch in people who use smokeless tobacco.

[10.1037/pha0000798](https://doi.org/10.1037/pha0000798)

Experimental and Clinical Psychopharmacology

Eversole, Alisha; Imran, Rabia; Gaitan, Nicoleta; Cobb, Caroline O.; Barnes, Andrew J.; Halquist, Matthew; Hayes, Rashelle B.; Lipato, Thokozeni; Eissenberg, Thomas; Breland, Alison

Nicotine pouches (NPs) contain no tobacco leaf but instead are filled with

nicotine powder, flavorants, and pH adjusters. There are very few independent (i.e., non-industry-funded/affiliated) studies regarding the effects of NPs. The purpose of this industry-independent study is to examine NP effects in people who use smokeless tobacco (SLT). Twenty-four participants completed four sessions that included three NP conditions (2, 4, and 8 mg labeled total nicotine content; “on!” brand, Altria, Richmond, Virginia) and participants’ own brand (OB) SLT. Participants completed two 30-min administration periods per session, and outcomes included plasma nicotine concentration as well as subjective and behavioral economic measures. Results indicate that the 8 mg NP did not differ significantly from OB across physiological and subjective measures; the 4 mg NP differed from OB and 8 mg on some measures, and the 2 mg NP reliably delivered less nicotine and reduced abstinence symptoms less effectively when compared to OB and the 8 mg NP. Study results offer preliminary support for the notion that higher nicotine content NPs may substitute for SLT in people who use SLT regularly, while lower nicotine content NPs may not. Overall, labeled nicotine content influences the nicotine delivery and abstinence symptom suppression of “on!” brand NP, and nicotine content and delivery should be considered when assessing the individual and public health impact of NP regulations.

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