**Table A1**

*Characteristics of Included Samples*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Author (publication year) | Psychology field | Sample description | Mean*d* | SE median |
| Baas et al. (2016) | Clinical | Creativity and: |  |  |
|  Sample a |  |  Depressive mood | -0.135 | 0.177 |
|  Sample b |  |  Bipolar disorder | 0.453 | 0.165 |
| Balliet et al. (2011) | Social | Gender differences in cooperation | -0.028 | 0.214 |
| Balliet et al. (2011) | Social | Cooperation and: |  |  |
|  Sample a  |  |  Punishments | 0.768 | 0.230 |
|  Sample b |  |  Rewards | -0.019 | 0.403 |
| Balliet et al. (2014) | Social | Cooperation with ingroup | 0.300 | 0.214 |
| Brewin (2015) | Cognitive | Voluntary episodic recall and involuntary memory | 0.098 | 0.262 |
| Byron & Khazanchi (2011) | Industrial/Organizational | Creativity-contingent rewards and creative performance, nonexperimental studies | 0.188 | 0.153 |
| Cerasol & Nicklin (2014) | Industrial/Organizational | Intrinsic Motivation and Performance | 0.489 | 0.152 |
| Chaplin & Aldao (2013) | Developmental | Gender differences in:  |  |  |
|  Sample a |  |  Positive emotion expressions | -0.113 | 0.232 |
|  Sample b |  |  Internalizing negative emotion expressions | -0.124 | 0.213 |
|  Sample c |  |  Externalizing negative emotion expressions | 0.098 | 0.203 |
|  Sample d |  |  General negative emotion expressions | 0.028 | 0.247 |
| Defoe et al. (2015) | Developmental | Age differences in risky decision making |  |  |
|  Sample a |  |  Early adolescent vs. child | 0.130 | 0.300 |
|  Sample b |  |  Adolescent vs. child | -0.042 | 0.283 |
|  Sample c |  |  Early adolescent vs. mid-to-late | 0.239 | 0.291 |
|  Sample d |  |  Adolescent vs. adult | 0.408 | 0.283 |
| Degner & Dalege (2013) | Developmental | Parental socialization of intergroup attitudes | 0.580 | 0.106 |
| Eastwick et al. (2014) | Social | Physical attractiveness and:  |  |  |
|  Sample a |  |  Male earnings prospects | 0.217 | 0.197 |
|  Sample b |  |  Female earnings prospects | 0.253 | 0.185 |
|  Sample c |  |  Male romantic evaluation | 0.784 | 0.204 |
|  Sample d |  |  Female romantic evaluation | 0.724 | 0.202 |
| Else-Quest et al (2015) | Social | Gender differences in self-conscious emotions:  |  |  |
|  Sample a |  |  Guilt  | -0.278 | 0.176 |
|  Sample b |  |  Shame  | -0.284 | 0.167 |
|  Sample c |  |  Embarrassment  | -0.635 | 0.173 |
|  Sample d |  |  Authentic pride  | 0.001 | 0.100 |
|  Sample e |  |  Hubristic pride  | -0.036 | 0.125 |
| Fairbairn & Sayette (2014) | Social | Alcohol’s influence on experience of social interactions: |  |  |
|  Sample a |  |  Behavior when interacting w/ confederate | 0.018 | 0.347 |
|  Sample b |  |  Mood when interacting w/ confederate | 0.024 | 0.276 |
|  Sample c |  |  Mood when interacting w/ other naïve participants | 0.557 | 0.306 |
|  Sample d |  |  Behavior when interacting w/ other naïve participants | 0.534 | 0.250 |
| Fischer et al. (2011) | Social | Bystander intervention | -0.418 | 0.335 |
| Fox et al. (2011) | Neuorscience |  |  |  |
|  Sample a |  | Verbalization and performance | 0.122 | 0.342 |
|  Sample b |  | Verbalization and response time | 0.734 | 0.368 |
| Fox et al. (2016) | Cognitive | Human mirror activity: |  |  |
|  Sample a |  |  Execution | 0.542 | 0.287 |
|  Sample b |  |  Observation of action | 0.363 | 0.240 |
| Freund & Kasten (2012) | Social | Self-estimates of cognitive ability | 0.675 | 0.161 |
| Grijalva et al. (2015) | Clinical | Gender differences in narcissism:  |  |  |
|  Sample a |  |  Exploitative/Entitlement facet | 0.291 | 0.125 |
|  Sample b |  |  Leadership/Authority facet | 0.216 | 0.110 |
|  Sample c |  |  Grandiose/Exhibitionism facet | 0.059 | 0.114 |
| Haedt-Matt & Keel (2011) | Clinical |  |  |  |
|  Sample a |  | Pre-binge eating versus average negative affect | 0.693 | 0.200 |
|  Sample b |  | Pre-binge eating versus pre-regular eating negative affect | 0.716 | 0.195 |
|  Sample c |  | Post-binge eating versus pre-binge eating negative affect | 0.522 | 0.200 |
| arkin et al. (2016) | Cognitive | Progress monitoring interventions on: |  |  |
|  Sample a |  |  Frequency of progress monitoring | 2.091 | 0.274 |
|  Sample b |  |  Goal attainment | 0.484 | 0.229 |
| Houben et al. (2015) | Clinical | Psychological well-being and:  |  |  |
|  Sample a |  |  Variable emotions | -0.357 | 0.241 |
|  Sample b  |  |  Unstable emotions | -0.426 | 0.210 |
|  Sample c |  |  Inertia | 0.265 | 0.210 |
|  Sample d |  |  Other dimensions | -0.140 | 0.260 |
| Johnsen & Friborg (2015) | Clinical | Effect of cognitive behavioral therapy for unipolar depression: |  |  |
|  Sample a |  |  Beck Depression Inventory | 1.667 | 0.247 |
|  Sample b |  |  Hamilton Rating Scale for Depression | 1.791 | 0.256 |
| Karlin et al. (2015) | Industrial/Organizational | Effect of feedback and energy consumption | 0.231 | 0.181 |
| Kim et al (2011) | Clinical |  |  |  |
|  Sample a |  | Shame and depressive symptoms | 0.942 | 0.140 |
|  Sample b |  | Guilt and depressive symptoms | 0.564 | 0.173 |
| Klahr & Burt (2014) | Genetics | Individual differences in parenting behavior: |  |  |
|  Sample a |  |  Warmth, child-based studies | 1.165 | 0.155 |
|  Sample b |  |  Control, child-based studies | 1.079 | 0.173 |
|  Sample c |  |  Negativity, child-based studies | 1.086 | 0.146 |
|  Sample d |  |  Warmth, parent-based studies | 0.402 | 0.153 |
|  Sample e |  |  Control, parent-based studies | 0.271 | 0.163 |
|  Sample f |  |  Negativity, parent-based studies | 0.445 | 0.163 |
| Koenig et al. (2011) | Industrial/Organizational | Masculinity of leader stereotypes: |  |  |
|  Sample a |  |  Think manager–think male paradigm, women–leaders | 0.486 | 0.201 |
|  Sample b |  |  Think manager–think male paradigm, men–leaders | 1.479 | 0.201 |
|  Sample c |  |  Agency–communion paradigm | 1.450 | 0.200 |
|  Sample d |  |  Masculinity–Femininity Paradigm | 0.000 | 0.202 |
| Kredlow et al. (2016) | Cognitive | Post-retrieval extinction for preventing return of responses:  |  |  |
|  Sample a |  |  Preventing appetitive responses in non-humans | 0.865 | 0.520 |
|  Sample b |  |  Preventing fear responses in non-humans | 0.359 | 0.475 |
|  Sample c |  |  Post-retrieval extinction of fear responses in humans | 0.357 | 0.334 |
| Kuykendall et al. (2015) | Clinical |  |  |  |
|  Sample a  |  | Leisure engagement and subjective well-being | 0.772 | 0.150 |
|  Sample b |  | Leisure satisfaction and subjective well-being | 0.539 | 0.142 |
|  Sample c |  | Leisure engagement and leisure satisfaction | 0.865 | 0.139 |
| Landau & Kay (2015) | Cognitive | Nonspecific structure affirmation in response to loss of control  | 0.571 | 0.258 |
| Lee et al. (2015) | Industrial/Organizational | Organizational identification and attitudinal/behavioral outcomes | 0.715 | 0.110 |
| Lui (2015) | Cultural | Intergenerational cultural conflict and: |  |  |
|  Sample a |  |  Acculturation mismatch  | 0.519 | 0.193 |
|  Sample b |  |  Mental health outcomes | -0.404 | 0.185 |
|  Sample c |  |  Educational outcomes | -0.211 | 0.143 |
| Lull & Bushman (2015) | Consumer | Effect of sex and violence media and ads on: |  |  |
|  Sample a |  |  Brand memory media | -0.390 | 0.200 |
|  Sample b |  |  Brand memory ad | -0.088 | 0.200 |
|  Sample c |  |  Brand attitude media | -0.376 | 0.219 |
|  Sample d |  |  Brand attitude ad | -0.320 | 0.136 |
|  Sample e |  |  Buying intention media | -0.151 | 0.158 |
|  Sample f |  |  Buying intention ad | 0.052 | 0.136 |
| Mazei et al. (2015) | Industrial/Organizational | Gender differences in negotiation outcomes | 0.169 | 0.300 |
| Melby-Lervåg et al (2012) | Educational | Word reading skills and: |  |  |
|  Sample a |  |  phonemic awareness | 1.284 | 0.185 |
|  Sample b |  |  rime awareness | 0.907 | 0.210 |
|  Sample c |  |  verbal short-term memory | 0.692 | 0.191 |
| Melby-Lervåg & Lervåg (2014) | Educational | Differences between first- and second-language learners in:  |  |  |
|  Sample a |   |  Reading comprehension | -0.648 | 0.240 |
|  Sample b |  |  Language comprehension | -1.134 | 0.266 |
|  Sample c |  |  Phonological awareness | -0.057 | 0.249 |
|  Sample d |  |  Decoding | -0.147 | 0.245 |
| Mendelson et al. (2016) | Clinical | Friendship in school-age boys with autism spectrum disorders: |  |  |
|  Sample a |   |  Peer-rated sociometric | -3.290 | 0.262 |
|  Sample b |  |  Self-report friendship | -1.093 | 0.321 |
| Mol & Bus (2011)  | Educational | Print exposure and reading: |  |  |
|  Sample a |  | Preschool and kindergarten children, child-author recognition | 0.686 | 0.191 |
|  Sample b |  | Preschool and kindergarten children, adult-author recognition | 0.557 | 0.201 |
|  Sample c |  | Preschool and kindergarten children, reading frequency | 0.456 | 0.221 |
|  Sample d |  | Preschool and Kindergarten number of books read | 0.703 | 0.221 |
|  Sample e |  | Grades 1-12, oral language | 1.103 | 0.262 |
|  Sample f |  | Grades 1-12, reading comprehension | 0.825 | 0.303 |
|  Sample g |  | Grades 1-12, basic reading skills | 0.566 | 0.252 |
|  Sample h |  | Grades 1-12, word recognition | 0.865 | 0.242 |
|  Sample i |  | Grades 1-12, spelling | 0.999 | 0.262 |
|  Sample j |  | Grades 1-12, IQ | 0.387 | 0.252 |
|  Sample k |  | Undergraduate, oral language | 1.365 | 0.303 |
|  Sample l |  | Undergraduate, reading comprehension | 0.938 | 0.201 |
|  Sample m |  | Undergraduate, basic reading skills | 0.451 | 0.140 |
| Orquin & Kurzban (2016) | Cognitive | Blood glucose effects on decision making | -0.019 | 0.070 |
| Ottaviani et al. (2016) | Cognitive | Physiological concomitants of rumination and worry |  |  |
|  Sample a |  |  Heart rate (correlational) | 0.226 | 0.280 |
|  Sample b |  |  Cortisol (correlational) | 0.349 | 0.325 |
|  Sample c |  |  Cortisol (experimental) | 0.347 | 0.300 |
|  Sample d |  |  Diastolic blood pressure (experimental) | 0.555 | 0.260 |
|  Sample e |  |  Heart rate (experimental) | 0.301 | 0.250 |
|  Sample f |  |  Heart rate variability (correlational) | 0.315 | 0.210 |
|  Sample g |  |  Heart rate variability (experimental) | 0.146 | 0.190 |
|  Sample h |  |  Systolic blood pressure (experimental) | 0.497 | 0.255 |
| North & Fiske (2015) | Cultural | Eastern versus Western attitudes to ageing | -0.285 | 0.117 |
| Pahlke et al. (2014) | Educational | Single-sex compared to coeducational schooling: |  |  |
|  Sample a |  | Girls’ mathematics performance  | 0.118 | 0.131 |
|  Sample b |  | Boys’ mathematics performance | 0.147 | 0.079 |
| Pan & Rickard (2015) | Cognitive | Sleep and motor sequence learning | 0.929 | 0.363 |
| Phillips et al. (2016) | Cognitive | Thinking styles and performance: |  |  |
|  Sample a |  |  Intuitive experience | 0.170 | 0.181 |
|  Sample b |  |  Intuitive performance | -0.129 | 0.161 |
|  Sample c |  |  Reflective experience | 0.274 | 0.181 |
|  Sample d |  |  Reflective performance | 0.232 | 0.181 |
| Pool et al. (2016) | Cognitive | Attentional bias for positive compared with neutral visual stimuli | 0.339 | 0.167 |
| Randall et al. (2014) | Cognitive |  |  |  |
|  Sample a |  | Cognitive resources and mind-wandering | -0.184 | 0.175 |
|  Sample b |  | Cognitive resources and task performance | 0.410 | 0.156 |
|  Sample c |  | Mind-wandering and task performance | -0.330 | 0.245 |
|  Sample d |  | Task-related thought and task performance | 0.532 | 0.324 |
| Sambrook & Goslin (2015) | Neuroscience | The effect of reward likelihood and magnitude on feedback related negativity |  |  |
|  Sample a |  |  Likelihood’s effect on difference measured by mean | -0.780 | 0.350 |
|  Sample b |  |  Likelihood’s effect on difference measured by peak | -0.929 | 0.351 |
|  Sample c |  |  Magnitude’s effect on difference measured by mean | -0.460 | 0.305 |
|  Sample d |  |  Magnitude’s effect on difference measured by peak | -0.494 | 0.293 |
| Sedlmeier et al. (2012) | Cognitive | Effects of meditation on: |  |  |
|  Sample a |  |  Anxiety state | 0.782 | 0.402 |
|  Sample b |  |  Anxiety trait | 0.721 | 0.286 |
|  Sample c |  |  Attention | 0.602 | 0.297 |
|  Sample d |  |  Behavior | 0.655 | 0.202 |
|  Sample e |  |  Learning and memory | 0.431 | 0.349 |
|  Sample f |  |  Emotion regulation | 0.384 | 0.380 |
|  Sample g |  |  Empathy | 0.601 | 0.265 |
|  Sample h |  |  Intelligence | 0.410 | 0.252 |
|  Sample i |  |  Mindfulness | 0.558 | 0.263 |
|  Sample j |  |  Negative emotions | 0.614 | 0.266 |
|  Sample k |  |  Neuroticism | 0.696 | 0.239 |
|  Sample l |  |  Well-being | 0.530 | 0.289 |
|  Sample m |  |  Negative personality traits | 0.519 | 0.334 |
|  Sample n |  |  Perception | 0.561 | 0.214 |
|  Sample o |  |  Positive emotions | 0.480 | 0.303 |
|  Sample p |  |  Self-concept | 0.460 | 0.299 |
|  Sample q |  |  Self-realization | 0.547 | 0.333 |
|  Sample r |  |  Stress | 0.658 | 0.264 |
|  Sample s |  |  Cognition | 0.445 | 0.384 |
|  Sample t |  | Neutral personality traits | 0.129 | 0.242 |
| Sheeran et al. (2014) | Cognitive | Heightening risk appraisals and: |  |  |
|  Sample a |  |  Intention | 0.335 | 0.181 |
|  Sample b |  |  Behavior | -0.114 | 0.206 |
| Smith & Lilienfeld (2015) | Clinical | Psychopathy and response modulation | 0.401 | 0.238 |
| Soderberg et al. (2015) | Cognitive | Psychological distance and abstraction: |  |  |
|  Sample a |  |  Direct effect of distance on construal level | 0.552 | 0.245 |
|  Sample b |  |  Downstream effect of distance on construal level | 0.570 | 0.226 |
| Tannenbaum et al. (2015) | Cognitive | Fear appeals’ effectiveness for influencing attitudes, intentions, and behaviors | -0.062 | 0.289 |
| Toosi et al. (2012) | Social | Interracial interactions and: |  |  |
|  Sample a |  |  Attitudes toward partners | 0.125 | 0.246 |
|  Sample b |  |  Participants’ emotional state | 0.188 | 0.235 |
|  Sample c |  |  Nonverbal behavior toward partners | 0.211 | 0.256 |
|  Sample d |  |  Performance | 0.156 | 0.216 |
| Vachon et al. (2014) | Social | Relation between empathy and aggression | -0.174 | 0.184 |
| Verhage et al. (2016) | Developmental | Intergenerational transmission of attachment: |  |  |
|  Sample a |  |  Secure child–caregiver attachment | 0.631 | 0.285 |
|  Sample b |  |  Disorganized child–caregiver attachment | 0.419 | 0.252 |
| Voyer & Voyer (2014) | Educational | Gender differences in scholastic achievement: |  |  |
|  Sample a |  |  Global measures | 0.277 | 0.112 |
|  Sample b |  |  Language | 0.351 | 0.106 |
|  Sample c |  |  Mathematics | 0.135 | 0.116 |
|  Sample d |  |  Science | 0.131 | 0.106 |
|  Sample e |  |  Social science | 0.245 | 0.092 |
|  Sample f |  |  Other  | 0.291 | 0.119 |
| Vucasović & Bratko (2015) | Genetics | Heritability of personality | 0.859 | 0.143 |
| Wanberg et al. (2016) | Industrial/Organizational | Age and: |  |  |
|  Sample a |  |  Reemployment status | -0.219 | 0.080 |
|  Sample b |  |  Reemployment speed | 0.311 | 0.042 |
|  Sample c |  |  Satisfaction with new job | 0.021 | 0.147 |
|  Sample d |  |  Job search intensity | -0.145 | 0.137 |
|  Sample e |  |  Job search self-efficacy | -0.153 | 0.138 |
|  Sample f |  |  Job search intention | -0.036 | 0.140 |
| Weingarten et al. (2016) | Cognitive | The effect of incidentally presented words on behavior | 0.372 | 0.295 |
| Williams & Tiedens (2016) | Social | Penalty for female dominance behavior: |  |  |
|  Sample a |  |  Likeability (interaction effect) | -0.591 | 0.166 |
|  Sample b |  |  Likeability (simple effect) | -0.204 | 0.198 |
|  Sample c |  |  Downstream outcomes (interaction effect) | -0.086 | 0.267 |
|  Sample d |  |  Downstream outcomes (simple effect) | 0.010 | 0.183 |
|  Sample e |  |  Competence (interaction effect) | 0.028 | 0.236 |
|  Sample f |  |  Competence (simple effect) | -0.271 | 0.230 |
| Winer & Salem (2016) | Clinical | Attentional bias in depressed and anxious people |  |  |
|  Sample a |  |  Toward negative info (between subjects) | 0.256 | 0.291 |
|  Sample b |  |  Away from positive info (between subjects) | -0.115 | 0.307 |
|  Sample c |  |  Toward negative info (within controls) | -0.045 | 0.093 |
|  Sample d |  |  Away from positive info (within controls) | 0.036 | 0.094 |
|  Sample e |  |  Toward negative info (within subjects) | 0.069 | 0.101 |
|  Sample f |  |  Away from positive info (within subjects) | -0.069 | 0.101 |

*Note*: All effect sizes converted into standardized mean difference.

**Appendix A: Studies included in the meta-meta-analysis (***Note:* Numbers in square brackets denote the number of meta-analyses included in the dataset.)

1. Baas, M., Nijstad, B. A., Boot, N. C. & De Dreu, C. K. W. (2016). Mad genius revisited: Vulnerability to psychopathology, biobehavioral approach-avoidance, and creativity. *Psychological Bulletin*, *142*, 668-692. doi:10.1037/bul0000049 [2]
2. Balliet, D., Li, N. P., Macfarlan, S. J. & Van Vugt, M. (2011). Sex differences in cooperation: A meta-analytic review of social dilemmas. *Psychological Bulletin, 137*, 881–909. [doi: 10.1037/a0025354](http://dx.doi.org/10.1037/a0025354) [1]
3. Balliet, D., Mulder, L. B. & Van Lange, P. A. M. (2011). Reward, punishment, and cooperation: A meta-analysis. *Psychological Bulletin, 137,* 594-615. [doi: 10.1037/a0023489](http://dx.doi.org/10.1037/a0023489) [2]
4. Balliet, D., Wu, J. & De Dreu, C. K. W. (2014). Ingroup favoritism in cooperation: A meta-analysis. *Psychological Bulletin,* *140*, 1556-1581. [doi: 10.1037/a0037737](http://dx.doi.org/10.1037/a0037737) [1]
5. Brewin, C. R. (2014). Episodic memory, perceptual memory, and their interaction: Foundations for a theory of posttraumatic stress disorder. *Psychological Bulletin,* 140, 69–97. [doi: 10.1037/a0033722](http://dx.doi.org/10.1037/a0033722) [1]
6. Byron, K. & Khazanchi, S. (2011). Rewards and creative performance: A meta-analytic test of theoretically derived hypotheses. *Psychological Bulletin, 138*, 809–830. [1]
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11. Eastwick, P. W., Finkel, E. J., Luchies, L. B. & Hunt, L. L. (2014). The predictive validity of ideal partner preferences: A review and meta-analysis. *Psychological Bulletin,* 140, 623– 665. [doi: 10.1037/a0032432](http://dx.doi.org/10.1037/a0032432) [4]
12. Else-Quest, N. M., Higgins, A., Allison, C. & Morton, L. C. (2012). Gender differences in self-conscious emotional experience. *Psychological Bulletin,* 138, 947–981.  [doi:10.1037/a0027930](http://dx.doi.org/10.1037/a0027930) [5]
13. Fairbairn, C. E. & Sayette, M. A. (2014). A social-attributional analysis of alcohol response. *Psychological Bulletin,* 140, 1361-82. [doi: 10.1037/a0037563](http://dx.doi.org/10.1037/a0037563) [4]
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**Appendix B.** Distribution of survey estimates.

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| --- | --- | --- | --- | --- | --- |
| **Year** | **Number of meta-analyses published** | **Number of meta-analyses sampled** | **% of published meta-studies** | **Number of estimates**  | **% of sample** |
| 2016 | 17 | 14 | 82% | 46 | 22% |
| 2015 | 22 | 18 | 82% | 40 | 19% |
| 2014 | 25 | 12 | 48% | 46 | 22% |
| 2013 | 17 | 3 | 18% | 16 | 8% |
| 2012 | 15 | 6 | 40% | 34 | 16% |
| 2011 | 19 | 8 | 42% | 31 | 15% |
|  |  |  |  |  |  |