

Checklist 1: Compliance With Science Checklist

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|--|---|--|---|-------------------------------------|---|--|---|--|--|--|---|---|---|---|---|--|---|--|--|---|---|--|---|--|--|---|---|---|---|---|---|--|---|--|--|--|--|
| Paper title: Reviewer: _____ Date: _____ Time spent (minutes): _____ | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">5. Data are valid (true measures) and reliable (repeatable measures)</td> <td style="width: 20%; text-align: right;"><input type="checkbox"/> True T F/?</td> </tr> <tr> <td>a. Data were shown to be relevant to the problem</td> <td style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>b. All relevant data were used, including the longest relevant time-series</td> <td style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>c. Reliability of data was assessed</td> <td style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>d. Other information needed for assessing the validity of the data is provided, such as adjustments, known shortcomings and potential biases</td> <td style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>6. Methods were validated (proven fit for purpose) and simple</td> <td style="text-align: right;"><input type="checkbox"/> True T F/?</td> </tr> <tr> <td>a. Methods were explained clearly and shown valid—unless well known to intended readers, users, and reviewers, and validity is obvious</td> <td style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>b. Methods were sufficiently simple for potential users to understand</td> <td style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>c. Multiple validated methods were used</td> <td style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>d. Methods used cumulative scientific knowledge explicitly</td> <td style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>7. Experimental evidence was used to compare alternative hypotheses</td> <td style="text-align: right;"><input type="checkbox"/> True T F/?</td> </tr> <tr> <td>a. Experimental evidence was used to compare hypotheses under explicit conditions</td> <td style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>b. Predictive validity of hypotheses was tested using out-of-sample data</td> <td style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>8. Conclusions follow logically from the evidence presented</td> <td style="text-align: right;"><input type="checkbox"/> True T F/?</td> </tr> <tr> <td>a. Conclusions do not go beyond the evidence in the paper</td> <td style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>b. Conclusions are not the product of confirmation bias</td> <td style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>c. Conclusions do not reject a hypothesis by denying the antecedent</td> <td style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>d. Conclusions do not support a hypothesis by affirming the consequent</td> <td style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td colspan="2" style="height: 100px; vertical-align: top;"> Describe the most important scientific finding in your own words. </td> </tr> <tr> <td colspan="2" style="text-align: right;"> Sum the criteria (1–8) rated True for compliance: [] of 8 </td> </tr> </table> | 5. Data are valid (true measures) and reliable (repeatable measures) | <input type="checkbox"/> True T F/? | a. Data were shown to be relevant to the problem | <input type="checkbox"/> <input type="checkbox"/> | b. All relevant data were used, including the longest relevant time-series | <input type="checkbox"/> <input type="checkbox"/> | c. Reliability of data was assessed | <input type="checkbox"/> <input type="checkbox"/> | d. Other information needed for assessing the validity of the data is provided, such as adjustments, known shortcomings and potential biases | <input type="checkbox"/> <input type="checkbox"/> | 6. Methods were validated (proven fit for purpose) and simple | <input type="checkbox"/> True T F/? | a. Methods were explained clearly and shown valid—unless well known to intended readers, users, and reviewers, and validity is obvious | <input type="checkbox"/> <input type="checkbox"/> | b. 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Conclusions are not the product of confirmation bias | <input type="checkbox"/> <input type="checkbox"/> | c. Conclusions do not reject a hypothesis by denying the antecedent | <input type="checkbox"/> <input type="checkbox"/> | d. Conclusions do not support a hypothesis by affirming the consequent | <input type="checkbox"/> <input type="checkbox"/> | Describe the most important scientific finding in your own words. | | Sum the criteria (1–8) rated True for compliance: [] of 8 | |
| 5. Data are valid (true measures) and reliable (repeatable measures) | <input type="checkbox"/> True T F/? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Data were shown to be relevant to the problem | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. All relevant data were used, including the longest relevant time-series | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Reliability of data was assessed | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Other information needed for assessing the validity of the data is provided, such as adjustments, known shortcomings and potential biases | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Methods were validated (proven fit for purpose) and simple | <input type="checkbox"/> True T F/? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Methods were explained clearly and shown valid—unless well known to intended readers, users, and reviewers, and validity is obvious | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Methods were sufficiently simple for potential users to understand | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Multiple validated methods were used | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Methods used cumulative scientific knowledge explicitly | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Experimental evidence was used to compare alternative hypotheses | <input type="checkbox"/> True T F/? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Experimental evidence was used to compare hypotheses under explicit conditions | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Predictive validity of hypotheses was tested using out-of-sample data | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. Conclusions follow logically from the evidence presented | <input type="checkbox"/> True T F/? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Conclusions do not go beyond the evidence in the paper | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Conclusions are not the product of confirmation bias | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conclusions do not reject a hypothesis by denying the antecedent | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Conclusions do not support a hypothesis by affirming the consequent | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Describe the most important scientific finding in your own words. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sum the criteria (1–8) rated True for compliance: [] of 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Instructions for Raters 1. Skim the paper while you complete the checklist <i>as a skeptical reviewer</i> . 2. Rate each lettered item , below, marking the relevant checkbox to indicate True if the research complies, F/? (False/Unclear) if the research does <i>not</i> comply, or if you are unsure. IMPORTANT: If you are <i>not convinced</i> that the paper complied, rate the item F/? 3. If you rate an item True , <i>give reasons for your rating in your own words</i> . 4. Rate criteria 1-8 as True by marking the checkbox only if all lettered items for the criterion are rated T. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First assess whether the paper complies with the lettered items under each criterion below. Then assess whether it complies with each of the eight criteria based on compliance with the lettered items. Avoid speculation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Problem is important for decision making, policy, or method development | <input type="checkbox"/> True T F/? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Importance of the problem clear from the title, abstract, result tables, or conclusions | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Findings add to cumulative scientific knowledge | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Uses of the findings are clear to you | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. The findings can be used to improve people’s lives without resorting to duress or deceit | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Prior knowledge was comprehensively reviewed and summarized | <input type="checkbox"/> True T F/? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. The paper describes objective and comprehensive procedures used to search for prior useful scientific knowledge | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. The paper describes how prior substantive findings were used to develop hypotheses (e.g. direction and magnitude of effects of causal variables) and research procedures | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Disclosure is sufficiently comprehensive for understanding and replication | <input type="checkbox"/> True T F/? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Methods are fully and clearly described so as to be understood by all relevant stakeholders, including potential users | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Data are easily accessible using information provided in the paper | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Sources of funding are described, or absence of external funding noted | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Design is objective (unbiased by advocacy) | <input type="checkbox"/> True T F/? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Prior hypotheses are clearly described (e.g., regarding directions and magnitudes of relationships, and effects of conditions) | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. All reasonable hypotheses are included in the design, including plausible naïve, no-meaningful-difference, and current-practice hypotheses | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Revisions to hypotheses are described, or absence of revisions noted | <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

From Armstrong, J. S., & Green, K. C. (2020) *The Scientific Method*. Forthcoming.

Checklist 2: Identifying Important Problems

| | |
|---|--------------------------|
| 1. Work independently | <input type="checkbox"/> |
| 2. Problem-storm using brainwriting | <input type="checkbox"/> |
| 3. Develop solutions alone, ignoring others' solutions at first | <input type="checkbox"/> |
| 4. Get close to the problem to learn about current solutions | <input type="checkbox"/> |
| 5. Seek help from others | <input type="checkbox"/> |
| 6. Build on potential solutions while avoiding evaluation | <input type="checkbox"/> |

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Checklist 3: Conducting a Useful Scientific Study

| Selecting an important problem | |
|--|--------------------------|
| 1. Choose a problem for which findings are likely to provide benefits without duress or deceit | <input type="checkbox"/> |
| 2. Be skeptical about findings, theories, policies, methods, and data when lacking experimental evidence | <input type="checkbox"/> |
| 3. Consider conducting replications and extensions of papers that address important problems | <input type="checkbox"/> |
| 4. Ensure that you can address the problem impartially | <input type="checkbox"/> |
| 5. If you need funding, ensure that you will nevertheless have control over your study | <input type="checkbox"/> |
| Designing a study | |
| 6. Summarize existing scientific knowledge about the problem | <input type="checkbox"/> |
| 7. Develop multiple reasonable hypotheses with specified conditions prior to any analysis | <input type="checkbox"/> |
| 8. Design a study that minimizes the risk of harm to subjects | <input type="checkbox"/> |
| 9. Pretest experiments | <input type="checkbox"/> |
| 10. Warn subjects if they might find the task unpleasant | <input type="checkbox"/> |
| 11. Consider role-play as alternative to experimentation | <input type="checkbox"/> |
| 12. Design experiments that estimate effect directions and sizes so as to identify the best hypothesis | <input type="checkbox"/> |
| Collecting data | |
| 13. Obtain all valid data | <input type="checkbox"/> |
| 14. Ensure that the data are reliable | <input type="checkbox"/> |
| Analyzing data | |
| 15. Use models that incorporate cumulative knowledge | <input type="checkbox"/> |
| 16. Use simple methods | <input type="checkbox"/> |
| 17. Use multiple validated methods | <input type="checkbox"/> |
| 18. Draw conclusions only on practical importance of effects | <input type="checkbox"/> |

From Armstrong, J. S., & Green, K. C. (2020) *The Scientific Method*. Forthcoming.

Checklist 4: Content of a Scientific Paper

| | |
|--|--------------------------|
| 1.Explanation of findings, and why they are credible and useful | <input type="checkbox"/> |
| 2.Descriptions of prior hypotheses and any changes | <input type="checkbox"/> |
| 3.Descriptions of data and methods allowing assessments of validity, and replication | <input type="checkbox"/> |
| 4.Verified citations of scientific papers with substantive findings relevant to the evidence presented | <input type="checkbox"/> |
| 5.List of those who provided author-solicited peer review | <input type="checkbox"/> |
| 6.List of funders who expect to be acknowledged | <input type="checkbox"/> |
| 7.An oath on responsibility and disclosure | <input type="checkbox"/> |

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Checklist 5: Writing a Scientific Paper

| | |
|---|--------------------------|
| 1. Make the first word in the title descriptive, avoiding adjectives, including unnecessary articles (“a”, “the”) | <input type="checkbox"/> |
| 2. Use a short descriptive title describing your findings | <input type="checkbox"/> |
| 3. Use past tense to report findings to avoid implying that the issue is settled. | <input type="checkbox"/> |
| 4. Provide a structured abstract (see Checklist 10) | <input type="checkbox"/> |
| 5. Use an introduction to let readers know what to expect | <input type="checkbox"/> |
| 6. Use descriptive headings to guide readers | <input type="checkbox"/> |
| 7. Use numbers or letters for three or more items in a list | <input type="checkbox"/> |
| 8. Use examples to <i>illustrate</i> findings, <i>not as evidence</i> | <input type="checkbox"/> |
| 9. Organize tables and charts so conclusions are obvious | <input type="checkbox"/> |
| 10. Avoid pie charts | <input type="checkbox"/> |
| 11. Avoid colors, unless informative and necessary | <input type="checkbox"/> |
| 12. Be specific using words with concrete meaning | <input type="checkbox"/> |
| 13. Avoid negative words for ease of understanding | <input type="checkbox"/> |
| 14. Use short sentences and avoid unnecessary words | <input type="checkbox"/> |
| 15. Avoid uncommon words, unless explained | <input type="checkbox"/> |
| 16. Break text into paragraphs that contain one idea each | <input type="checkbox"/> |
| 17. Describe how each substantively cited work provides evidence (i.e., avoid mysterious citations) | <input type="checkbox"/> |
| 18. Cite a source for evidence only if it has been read by at least one of the authors | <input type="checkbox"/> |
| 19. Put citations near at the end of sentences | <input type="checkbox"/> |
| 20. Use a common <i>serif</i> typeface with black-on-white text | <input type="checkbox"/> |
| 21. Use a calm tone, avoiding exclamation marks and uppercase in the text | <input type="checkbox"/> |
| 22. Use footnotes sparingly | <input type="checkbox"/> |
| 23. Rewrite the report until it is clear and interesting | <input type="checkbox"/> |
| 24. Use editors to improve clarity | <input type="checkbox"/> |
| 25. Proofread to eliminate errors | <input type="checkbox"/> |
| TOTAL | [] |

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Checklist 6: Elements of a Structured Abstract

| | | |
|-----------------|---|--------------------------|
| 1. Purpose | What problem does the paper address? | <input type="checkbox"/> |
| 2. Methods | How was the problem addressed? | <input type="checkbox"/> |
| 3. Findings | What data were obtained, and what did the analysis show? | <input type="checkbox"/> |
| 4. Limitations | What are the caveats to the findings? | <input type="checkbox"/> |
| 5. Implications | What are the practical implications and why are they important? | <input type="checkbox"/> |

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Checklist 7: Disseminating Useful Scientific Findings

| | |
|---|--------------------------|
| 1. Provide thorough responses to journal reviewers | <input type="checkbox"/> |
| 2. If a paper with useful scientific findings is rejected, appeal to the editor | <input type="checkbox"/> |
| 3. Publish in PLOS-One or similar if you meet their criteria | <input type="checkbox"/> |
| 4. Publish a working paper on ResearchGate or similar | <input type="checkbox"/> |
| 5. Publish research findings in a book | <input type="checkbox"/> |
| 6. Directly inform those who can use your findings | <input type="checkbox"/> |
| 7. Cooperate with those who want to replicate your study | <input type="checkbox"/> |
| 8. Publish corrections for mistakes found after publication | <input type="checkbox"/> |

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Checklist 8: Preparing a Talk on Scientific Findings

| | |
|---|--------------------------|
| Checklist items are based on evidence from Armstrong (2010) or are logical or based on expert judgments. | |
| Organization | |
| 1. Use a single theme to organize your scientific findings | <input type="checkbox"/> |
| 2. Describe objectives of the talk, including actions-steps | <input type="checkbox"/> |
| 3. Build the presentation around your scientific findings | <input type="checkbox"/> |
| 4. Show evidence for your findings | <input type="checkbox"/> |
| 5. Use two-sided arguments describing risks, limitations | <input type="checkbox"/> |
| 6. Avoid jargon and uncommon words | <input type="checkbox"/> |
| 7. Plan to take less time than is available to allow for interruptions and problems | <input type="checkbox"/> |
| 8. Have additional slides in reserve in case there are few questions or you have more time than expected | <input type="checkbox"/> |
| 9. Rehearse: If the talk is important, present your talk to one or more people acting as your intended audience | <input type="checkbox"/> |
| 10. Prepare a hard copy agenda for your audience | <input type="checkbox"/> |
| 11. Provide a link to your paper or slides | <input type="checkbox"/> |
| 12. Prepare hard copies of your slides in case of problems | <input type="checkbox"/> |
| Visuals | |
| 13. Use simple visual aids, especially for data | <input type="checkbox"/> |
| 14. Synchronise oral and visual parts of the talk by using animations that introduce one point at a time | <input type="checkbox"/> |
| 15. Keep to 10 lines or fewer of text for most slides | <input type="checkbox"/> |
| 16. Eliminate anything from visuals that contains no useful information (e.g., wallpaper or color) | <input type="checkbox"/> |
| 17. Use high contrast (e.g., black text on white background) to enhance legibility | <input type="checkbox"/> |
| 18. Use a <i>sans serif</i> font to enhance legibility | <input type="checkbox"/> |
| 19. Provide informative titles for each exhibit | <input type="checkbox"/> |
| TOTAL | [] |

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Checklist 9: Making an Oral Presentation

| | |
|---|--------------------------|
| 1. Use one speaker | <input type="checkbox"/> |
| 2. Ask the audience to write suggestions for improvements | <input type="checkbox"/> |
| 3. Answer only clarification questions during the talk | <input type="checkbox"/> |
| 4. Acknowledge non-clarification questions, and undertake to address them at the end of the talk | <input type="checkbox"/> |
| 5. Pause for two seconds before key points to create interest | <input type="checkbox"/> |
| 6. Pause after key points to allow people time to reflect | <input type="checkbox"/> |
| 7. Pose questions, pause, then answer your own question in order to gain attention | <input type="checkbox"/> |
| 8. Make eye contact to raise interest and increase trust | <input type="checkbox"/> |
| 9. Avoid humor so as not to distract from the talk's content | <input type="checkbox"/> |
| 10. Repeat key points by rephrasing them | <input type="checkbox"/> |
| 11. Orient questions toward improving the paper | <input type="checkbox"/> |
| 12. Ask for clarification if uncertain about a question and offer to discuss after the talk if you don't have an answer | <input type="checkbox"/> |
| 13. Avoid answering questions that need your further consideration; note the questions and respond later | <input type="checkbox"/> |
| TOTAL | [] |

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Checklist 10: Self-Assessment of Self-Control

| Indicate how much each of the following statements reflects how you typically are (not at all to very much) by circling the appropriate number in one of the five columns to the right. * | Frequency | | | | |
|---|-----------------------|-----|-------|---|---|
| | rarely | ... | often | | |
| I am good at resisting temptation | 1 | 2 | 3 | 4 | 5 |
| I have a hard time breaking bad habits | 5 | 4 | 3 | 2 | 1 |
| I am lazy | 5 | 4 | 3 | 2 | 1 |
| I say inappropriate things | 5 | 4 | 3 | 2 | 1 |
| I do certain things that are bad for me, if they are fun | 5 | 4 | 3 | 2 | 1 |
| I refuse things that are bad for me | 1 | 2 | 3 | 4 | 5 |
| I wish I had more self-discipline | 5 | 4 | 3 | 2 | 1 |
| People would say that I have iron self-discipline | 1 | 2 | 3 | 4 | 5 |
| Pleasure and fun sometimes keep me from getting work done | 5 | 4 | 3 | 2 | 1 |
| I have trouble concentrating | 5 | 4 | 3 | 2 | 1 |
| I am able to work effectively toward long-term goals | 1 | 2 | 3 | 4 | 5 |
| Sometimes I can't stop myself from doing something, even if I know it is wrong | 5 | 4 | 3 | 2 | 1 |
| I often act without thinking through all the alternatives | 5 | 4 | 3 | 2 | 1 |
| Sum the circled figures to calculate a total score between 13 and 65 | TOTAL SCORE [] | | | | |

*Adapted from Tangney, Baumeister, and Boone's (2004) "[Brief Self-Control Scale](#)".

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