Table 3

*A Table Illustrating How to Perform Behavioural Tasks and Their Measurable Outcomes*

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| **Task Name** | **Manipulations** | **Main dependent variable(s)** |
| **Stop Signal Task**  | The SST consists of GO and STOP trials. During the go-trials, the letter O or the letter X is presented for 1000 ms on the centre of a computer screen, preceded by a 500 ms ﬁxation point, also in the centre of the screen. The participant learns to press the button on the right side with the right hand when the X is presented and the button on the left side and with the left hand when the O is presented. The instruction during this choice reaction time task is to press the button as fast as possible. A crucial element of the task is that this learned response has to be inhibited during stop trials. During stop trials a stop signal, a computer-produced 100 ms 1000 Hz tone, is presented. The participant is instructed not to respond when she hears the tone. Between trials, the screen is blank for 1000 ms. Initially, the delay between the go signal (X or O) and the stop signal is 250 ms. Depending on the responding of the participant, a tracking procedure adapts the go–stop delay dynamically; if the participant succeeds in inhibiting the response, the go–stop delay is increased by 50 ms, thereby making it more difﬁcult to inhibit the next trial. If the participant fails to inhibit the response, the go–stop delay is decreased by 50 ms, thereby making it easier to inhibit the next trial. The SST is designed to enable participants to inhibit 50% of the stop trials. | The stop-signal reaction time (SSRT), which is the estimated latency of stopping (Logan & Cowan, 1984). Longer SSRTs usually mean poorer inhibitory control. Invalid reactions can also be assessed.  |

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| **Go-No go task** | Participants are instructed to respond as quickly as possible to go stimuli (e.g. digit) but then to refrain from responding when a no-go stimulus is presented (e.g. letters). Go events usually occur with higher frequency than no-go events. | Responses to distractors (commission errors, i.e., failing to respond to target words). |
| **Implicit Association Test (Greenwald, McGhee & Schwartz, 1998)** | The IAT measures the strength of evaluative associations towards different concepts. In the study of Nederkoorn and colleagues (2010), the target category was food, and the attribute/ evaluative categories were “I like” and “I don’t like.” Evaluative stimuli were six positive and six negative pictures from the IAPS. The target stimuli were six food pictures, depicting a bag of crisps, chocolate, chocolate chip cookie, French fries, a hamburger and a pizza. The participant first completed a practice block in which only negative and positive pictures had to be categorized. In the next block, the first combined block (72 trials in a fixed random order) the participant had to respond to the positive category and food with one response key and to the negative category with the other response key. This assignment was changed in the second combined block such that the negative category and food shared a response key. | Response-latency measures, which involve the measurement of the time delay that occurs before a response (Average median reaction time). |
| **Stroop Test (Golden, 1994)** | This test consists of three forms, each containing 100 elements. The first form is made up of the words “RED”, “GREEN,” and “BLUE” ordered randomly and printed in black ink. In this condition, participants are asked to read aloud the words written. The second form consists of strings of “XXXX” printed in red, blue, or green ink. In this condition, participants are asked to name the color. The third form introduces the condition of interference, and it consists of the words from the first sheet printed in the colors of the second. In this condition, participants have to name the color of the ink and ignore the word. | Verbal interferenceIncongruent-Neutral RT |