

- Ackerman, P. L., & Kanfer, R. (1994). *CD-ROM database, data collection program, and playback program*. Retrieved from Kanfer-Ackerman Air Traffic Controller Task CD-ROM database, 1994, Study 1, PA-ATC.
- Adolph, K. E. (1995). A psychophysical assessment of toddler's ability to cope with slopes. *Journal of Experimental Psychology: Human Perception and Performance*, 21, 734-750.
- Anderson, J. R. (1990). *The adaptive character of thought*. Hillsdale, NJ: Erlbaum.
- Anderson, J. R., & Lebiere, C. (1998). *Atomic components of thought*. Mahwah, NJ: Erlbaum.
- Best, B. J., Schunn, C. D., & Reder, L. M. (1998). Modeling adaptivity in a dynamic task. In M. A. Gernsbacher & S. J. Derry (Eds.), *Proceedings of the 20th annual conference of the Cognitive Science Society* (pp. 144-149). Mahwah, NJ: Erlbaum.
- Blessing, S. B. (1996). *The use of prior knowledge in learning from examples*. Unpublished doctoral dissertation, Carnegie Mellon University, Pittsburgh, PA.
- Blessing, S. B., & Ross, B. H. (1996). Content effects in problem categorization and problem solving. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 22, 792-810.
- Carver, C. S., & Scheier, M. F. (1992). *Perspectives on personality* (2nd ed.). Needham Heights, MA: Simon & Schuster.
- Case, R. (1985). *Intellectual development: A systematic reinterpretation*. New York: Academic Press.
- Cavanaugh, J. C., & Perlmutter, M. (1982). Metamemory: A critical examination. *Child Development*, 53, 11-28.
- Chi, M. T. H., Bassok, M., Lewis, M., Reimann, P., & Glaser, R. (1989). Self-explanations: How students study and use examples in learning to solve problems. *Cognitive Science*, 13, 145-182.
- Chi, M. T. H., Feltovich, P. J., & Glaser, R. (1981). Categorization and representation of physics problems by experts and novices. *Cognitive Science*, 5, 121-152.
- Daily, L. Z., Lovett, M. C., & Reder, L. M. (in press). Modeling individual differences in working memory performance: A source activation account. *Cognitive Science*.
- Ericsson, K. A., & Polson, P. G. (1988). A cognitive analysis of exceptional memory for restaurant orders. In M. T. H. Chi, R. Glaser, & M. J. Farr (Eds.), *The nature of expertise*. Hillsdale, NJ: Erlbaum.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34, 906-911.
- Fry, A. F., & Hale, S. (1996). Processing speed, working memory, and fluid intelligence: Evidence for a developmental cascade. *Psychological Science*, 7(4), 237-241.
- Greenfield, P. M., & Lave, J. (1982). Cognitive aspects of informal education. In D. A. Wagner & H. W. Stevenson (Eds.), *Cultural perspectives on child development*. San Francisco: Freeman.
- Gopher, D. (1982). A selective attention test as a predictor of success in flight training. *Human Factors*, 24, 173-183.
- Gopher, D. (1996). Attention control: Explorations of the work of an executive controller. *Cognitive Brain Research*, 5, 23-38.
- Gopher, D., & Kahneman, D. (1973). Individual differences in attention and the prediction of flight criteria. *Perceptual and Motor Skills*, 33, 1335-1342.
- Hunt, E., Joslyn, S., & Sanquist, T. (1996). *Evaluating individual differences in response to emergency situations* (ONR Tech Report). Arlington, VA: Office of Naval Research.
- John, B., & Lallement, Y. (1997). Strategy use while learning to perform the Kanfer-Ackerman Air Traffic Controller Task. In M. G. Shafto & P. Langley (Eds.), *Proceedings of the 19th annual conference of the Cognitive Science Society* (pp. 337-342). Mahwah, NJ: Erlbaum.
- Just, M. A., & Carpenter, P. A. (1992). A capacity theory of comprehension: Individual differences in working memory. *Psychological Review*, 99(1), 122-149.
- Kail, R. (1988). Development functions for speeds of cognitive processes. *Journal of Experimental Child Psychology*, 45, 339-364.
- Kanfer, R., & Ackerman, P. L. (1989). Motivation and cognitive abilities: An integrative/aptitude-treatment interaction approach to skill acquisition. *Journal of Applied Psychology—Monograph*, 74, 657-690.
- Kerkman, D. D., & Siegler, R. S. (1993). Individual differences and adaptive flexibility in lower-income children's strategy choices. *Learning & Individual Differences*, 5, 113-136.
- Kuhn, D. (1988). Cognitive development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental psychology: An advanced textbook* (2nd ed.). Hillsdale, NJ: Erlbaum.
- Kyllonen, P. C. (1993). Aptitude testing inspired by information processing: A test of the four-sources model. *The Journal of General Psychology*, 120(3), 375-405.
- Kyllonen, P. C. (1994). Cognitive abilities testing: An agenda for the 1990s. In M. G. Rumsey, C. B. Walker, & J. H. Harris (Eds.), *Personnel Selection and Classification*. Hillsdale, NJ: Erlbaum.
- Kyllonen, P. C. (1995). CAM: A theoretical framework for cognitive abilities measurement. In D. Detterman (Ed.), *Current topics in human intelligence: Vol. IV. Theories of intelligence*. Norwood, NJ: Ablex.
- Larkin, J. H., McDermott, J., Simon, D., & Simon, H. (1980). Expert and novice performance in solving physics problems. *Science*, 208, 140-156.
- Lee, F. J., & Anderson, J. R. (1997). Learning to act: Acquisition and optimization of procedural skill. In M. G. Shafto & P. Langley (Eds.), *Proceedings of the 19th annual conference of the Cognitive Science Society* (pp. 418-423). Mahwah, NJ: Erlbaum.
- Lee, F. J., Anderson, J. R., & Matessa, M. P. (1995). Components of dynamic skill acquisition. In J. D. Moore & J. F. Lehman (Eds.), *Proceedings of the 17th annual conference of the Cognitive Science Society* (pp. 506-511). Hillsdale, NJ: Erlbaum.
- Lemaire, P., & Reder, L. M. (1999). What affects strategy selection in arithmetic? The example of parity and five effects on product verification. *Memory & Cognition*, 27(2), 364-382.
- Lemaire, P., & Siegler, R. S. (1995). Four aspects of strategic change: Contributions to children's learning of multiplication. *Journal of Experimental Psychology: General*, 124, 83-97.
- Lovett, M. C., & Anderson, J. R. (1996). History of success and current context in problem solving: Combined influences on operator selection. *Cognitive Psychology*, 31, 168-217.
- Lovett, M. C., Reder, L. M., & Lebiere, C. (1996, June). *Modeling individual differences in a digit working memory task*. Paper presented at the International Conference on Memory, Padova, Italy.
- Lovett, M. C., Reder, L. M., & Lebiere, C. (1999). Modeling working memory in a unified architecture: An ACT-R perspective. In A. Miyake & P. Shah (Eds.), *Models of working memory: Mechanisms of active maintenance and executive control* (pp. 135-182). New York: Cambridge University Press.
- Lovett, M. C., & Schunn, C. D. (1999). Task representations, strategy variability and base-rate neglect. *Journal of Experimental Psychology: General*, 128, 107-130.
- Miller, P. H., & Seier, W. L. (1994). Strategy utilization deficiencies in children: When, where, and why. In H. W. Reese (Ed.), *Advances in child development and behavior* (Vol. 25). New York: Academic Press.
- Miyake, A., Carpenter, P. A., & Just, M. A. (1995). Reduced resources and specific impairments in normal and aphasic sentence comprehension. *Cognitive Neuropsychology*, 12, 651-679.
- Reder, L. M. (1982). Plausibility judgments versus fact retrieval: Alternative strategies for sentence verification. *Psychological Review*, 89, 250-280.
- Reder, L. M. (1987). Strategy selection in question answering. *Cognitive Psychology*, 19, 90-137.