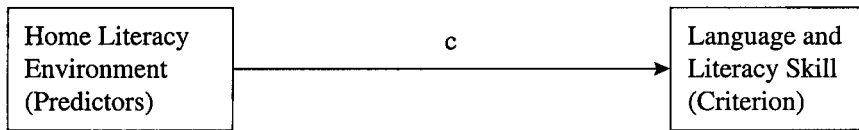
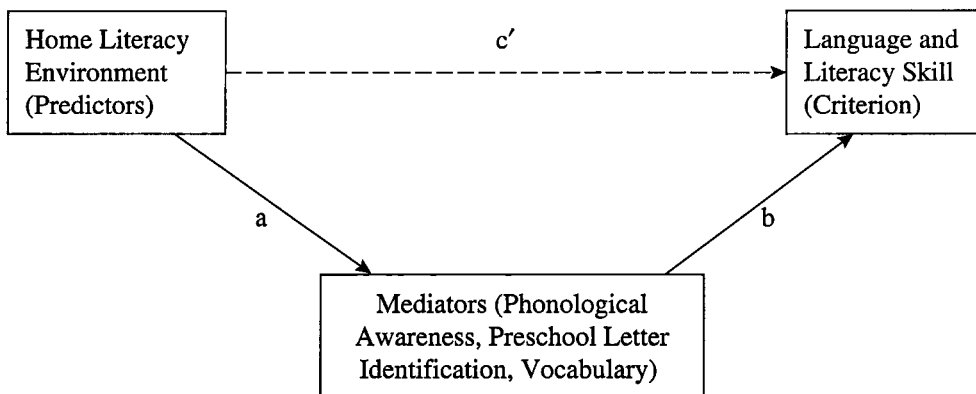


■ **Figure 5.2. Theory Through a Set of Path Models**



a) Direct Pathway



b) Indirect or Mediated Pathway

*Figure X. Generic mediation model being tested (on the basis of Baron & Kenny, 1986). Adapted from "Preschool Home Literacy Practices and Children's Literacy Development: A Longitudinal Analysis," by M. Hood, E. Conlon, and G. Andrews, 2008, *Journal of Educational Psychology*, 100, p. 259. Copyright 2008 by the American Psychological Association.*

- is easy to understand—its purpose is readily apparent,
- is consistent with and in the same style as similar figures in the same article, and
- is carefully planned and prepared.

Be certain in figures of all types that

- lines are smooth and sharp,
- typeface is simple (sans serif) and legible,
- units of measure are provided,
- axes are clearly labeled, and
- elements within the figure are labeled or explained.

Be certain, for instance, to distinguish between error bars and confidence intervals. When using confidence intervals, clearly specify the size of the interval (e.g., 95%);