

**FIGURE 3.16**

Memory for Schema-Congruent and Schema-Incongruent Behaviors as a Function of Instructional Set

Schema-incongruent behaviors were especially memorable only when participants were instructed to form an impression of what the person is like. These findings suggest that the greater memorability of schema-incongruent information derives from people's attempts to reconcile the inconsistency with their overall impression.

Source: Wyer and Gordon (1982).