

Call For Papers

Special issue on the theme 'Educational/School Psychology: Are we looking to the future or stuck in the past?'

2013 is the 30th Anniversary of the Australian Psychological Society's journal *The Australian Educational and Developmental Psychologist*. A special edition to recognize this anniversary will consider the following theme:

'Educational/School Psychology: Are we looking to the future or stuck in the past?'

This journal is a progressive and internationally established journal in the area of school and educational psychology. Submissions are always welcomed from international researchers and practitioners on any area within the domain of Educational and Developmental Psychology.

Papers are invited on a wide-range of subjects which broadly come under the above theme. The Editor welcomes submissions from Australian and international practitioners and academics who are willing to answer and/or pose difficult questions as to the future role of school psychology in various international domains. No title suggestions are put forward so as to offer the widest possible discussion of ideas on this theme.

You are asked to email the Editor, Chris Boyle (christopher.boyle@monash.edu), with 200-300 word abstracts by August 31st 2012. The Editor also welcomes informal discussions.

Behavioural and Cognitive Psychotherapy

Published for the British Association for Behavioural
and Cognitive Psychotherapies (BABCP)

Editor

Paul M Salkovskis, Institute of Psychiatry, London, UK

Behavioural and Cognitive Psychotherapy is an international multi-disciplinary journal aimed primarily at members of the helping and teaching professions. The journal features original research papers, covering both experimental and clinical work, that contribute to the theory, practice and evolution of cognitive and behaviour therapy. Under the guidance of an international editorial team, *Behavioural and Cognitive Psychotherapy* aims to reflect and influence the continuing changes in the concepts, methodology and techniques of behavioural and cognitive psychotherapy. A particular feature of the journal is its broad-ranging scope - both in terms of topics and types of study covered.

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Editor-in-Chief

Michael Townend, *University of Derby, UK*

tCBT is an interdisciplinary, peer-reviewed journal aimed primarily at practitioners of cognitive behaviour therapy in the helping and teaching professions. It features papers covering clinical and professional issues, which contribute to the theory, practice and evolution of the cognitive and behavioural therapies. The journal publishes papers that describe new developments, are practice-focused, detail clinical interventions, research reports, case reports, practice audits, and reviews of clinical scales. The journal also publishes papers that have an education, training or supervision focus, or reviews of recently published literature.

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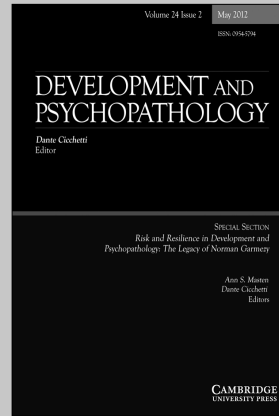
JOURNALS

Development and Psychopathology

Editor

Dante Cicchetti, *Mt. Hope Family Center, University of Rochester and Institute of Child Development and Department of Psychiatry, University of Minnesota, USA*

This multi-disciplinary journal is devoted to the publication of original, empirical, theoretical and review papers which address the inter-relationship of normal and pathological development in adults and children. It is intended to serve the field of developmental psychopathology, which strives to understand patterns of adaptation and maladaptation throughout the lifespan. This journal is of interest to psychologists, psychiatrists, social scientists, neuroscientists, paediatricians and researchers.



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Journal of Child Language

Editor

Heike Behrens, University of Basel, Switzerland

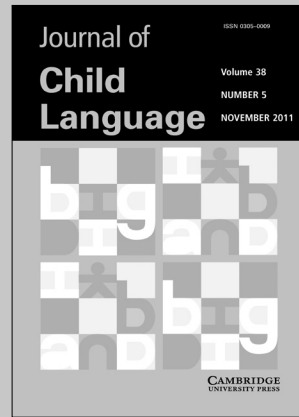
A key publication in the field, *Journal of Child Language* publishes articles on all aspects of the scientific study of language development and behaviour in children, the principles which underlie it, and the theories which may account for it. The international range of authors and breadth of coverage allow the journal to forge links between many different areas of research including psychology, linguistics, cognitive science, speech pathology and anthropology. The interdisciplinary and crosslinguistic perspective spans a wide range of interests: phonology, phonetics, morphology, syntax, vocabulary, semantics, pragmatics, sociolinguistics and other recognised aspects of language study. In addition to articles and brief research reports, the journal also features occasional review articles plus invited commentaries.

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Important — Instructions for Authors

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The journal operates a policy of anonymous, expert, peer review. Papers will be critically and rigorously reviewed by the Editor and a minimum of two independent expert reviewers.

Authors will be notified of the receipt of the manuscript. After the double-blind review is complete, the manuscript, reviews, and the decision letter will be forwarded to the author. After editing the author will resubmit the manuscript (with corrections and explanations) for final formatting in readiness for printing. The journal is published in two editions per year and authors will be notified in which edition of the journal the paper will be published.

2. Instructions to authors

- Submissions are expected to be theoretically grounded and methodologically sound.
- Authors are expected to prepare their manuscript (including references) in line with the latest APA style guide.
- Two cover pages are expected, one with the author's identity and details removed.
- Manuscripts must be typed in double spacing with margins of a minimum of two centimetres.
- Pages must be numbered.
- All manuscripts should begin with an Abstract, of not more than 250 words, describing the salient information about Background, Aims, Sample, Methods, Results, Conclusions, and Importance.
- Tables and figures, accompanied by their title, should be typed in double spacing, one per page.
- Tables and figures should be placed at the end of the manuscript and an indication of where they are to be inserted (e.g., 'Insert Table 1 here') should be present in the manuscript's text, close to where the table/figure is referred to.
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- Authors are responsible for ensuring that the research described has been gathered, analysed and presented in the most ethically and scientifically respectful and rigorous manner.
- Authors must ensure that the manuscript is fully anonymised and any identifying references are removed.

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Brief reports (less than 3,500 words) are also welcome. Please indicate at submission which type of paper is being submitted.

4. Criteria for publication

In making your report you are requested to pay attention to the following points:

The paper

- is sufficiently theoretically and empirically grounded
- is sufficiently original
- clearly advances knowledge and practice in educational and developmental psychology
- contains balanced syntheses, summaries, arguments, and conclusions
- has clear grammar, syntax, and expression
- is ordered
- is free of faults in experimental procedure, proposed application, or theoretical reasoning

- is free of errors in mathematics, calculations, units, etc
- is parsimonious and reads well
- has correctly labelled figures and tables
- has correctly written and appropriate references, free from obvious omissions.

5. Communication with the Editor

All manuscripts will be acknowledged and reviewed by the Editorial Board or by invited reviewers.

Dr Chris Boyle
Faculty of Education,
Monash University
Melbourne
Australia

christopher.boyle@monash.edu

6. Submission guidelines

Dr Chris Boyle
Editor, AEDP,
Faculty of Education,
Monash University
Melbourne
Australia

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