

CAMBRIDGE

JOURNALS

# Behavioural and Cognitive Psychotherapy

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

## Editor

Paul M Salkovskis, University of Bath, UK

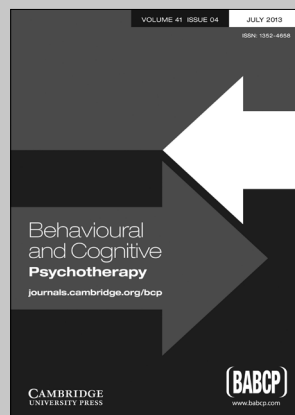
*Behavioural and Cognitive Psychotherapy* is an international multi-disciplinary journal aimed primarily at members of the helping and teaching professions. The journal features original research papers, covering both experimental and clinical work, that contribute to the theory, practice and evolution 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.

## Price information

is available at: <http://journals.cambridge.org/bcp>

## Free email alerts

Keep up-to-date with new material – sign up at  
<http://journals.cambridge.org/alerts>



## **Behavioural and Cognitive Psychotherapy**

is available online at:  
<http://journals.cambridge.org/bcp>

## To subscribe contact Customer Services

### in Cambridge:

Phone +44 (0)1223 326070  
Fax +44 (0)1223 325150  
Email [journals@cambridge.org](mailto:journals@cambridge.org)

### in New York:

Phone +1 (845) 353 7500  
Fax +1 (845) 353 4141  
Email  
[subscriptions\\_newyork@cambridge.org](mailto:subscriptions_newyork@cambridge.org)

For free online content visit:  
<http://journals.cambridge.org/bcp>



**CAMBRIDGE**  
UNIVERSITY PRESS

# the Cognitive Behaviour Therapist

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

## Editor-in-Chief

Pamela Myles, *University of Reading, 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.

## Price information

is available at: <http://journals.cambridge.org/cbt>

## Free email alerts

Keep up-to-date with new material – sign up at  
<http://journals.cambridge.org/alerts>



## *the Cognitive Behaviour Therapist*

is available online at:  
<http://journals.cambridge.org/cbt>

## To subscribe contact Customer Services

### in Cambridge:

Phone +44 (0)1223 326070  
Fax +44 (0)1223 325150  
Email [journals@cambridge.org](mailto:journals@cambridge.org)

### in New York:

Phone +1 (845) 353 7500  
Fax +1 (845) 353 4141  
Email  
[subscriptions\\_newyork@cambridge.org](mailto:subscriptions_newyork@cambridge.org)

For free online content visit:  
<http://journals.cambridge.org/cbt>



**CAMBRIDGE**  
UNIVERSITY PRESS

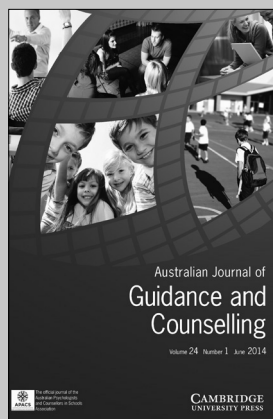
# Australian Journal of Guidance and Counselling

Journal of the Australian Psychologists and Counsellors in Schools

## Editor

Marilyn Campbell, *Queensland University of Technology, Australia*

Contributors to the *Australian Journal of Guidance and Counselling* are from diverse backgrounds and focus on both educational and psychological topics. Articles address theoretical, practical and training issues that impact upon guidance and counselling professionals today.



## **Australian Journal of Guidance and Counselling**

is available online at:  
<http://journals.cambridge.org/jgc>

### **To subscribe contact Customer Services**

#### **in Cambridge:**

Phone +44 (0)1223 326070

Fax +44 (0)1223 325150

Email [journals@cambridge.org](mailto:journals@cambridge.org)

#### **in New York:**

Phone +1 (845) 353 7500

Fax +1 (845) 353 4141

Email

[subscriptions\\_newyork@cambridge.org](mailto:subscriptions_newyork@cambridge.org)

### **Free email alerts**

Keep up-to-date with new material – sign up at

[journals.cambridge.org/jgc-alerts](http://journals.cambridge.org/jgc-alerts)

For free online content visit:  
<http://journals.cambridge.org/jgc>



**CAMBRIDGE**  
UNIVERSITY PRESS

# Important — Instructions for Authors

## 1. Review process

The journal operates a policy of anonymous, expert, peer review. Papers will be subject to an initial review by the Editor and usually a minimum of two independent reviewers. Authors are able to follow the progress of their submission through the online system. Authors will be notified of the outcome of their submission within the shortest time possible and the journal aims for a one to three months turnaround. Of course, the journal is reliant upon its volunteer reviewers and these times may vary.

## 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 APA 6th Edition style guide
- One main article should be submitted with a separate file with full contact details.
- Manuscripts must be typed in double spacing with margins of a minimum of two centimetres.
- All manuscripts should begin with an Abstract, of not more than 250 words, describing the salient information about Background, Aims, Sample, Methods, Results and Conclusions.
- 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.
- Wherever possible and if applicable effect size should be indicated.
- Authors are expected to write in an inclusive manner in reference to gender, and ability/disability.
- Authors are responsible for acquiring written permission to publish lengthy quotations, illustrations etc for which they do not own copyright.
- 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 include all **required statements** (outlined below), which should be placed at the end of the text (before the References section).
- Authors must ensure that there are no means of establishing authorship from the text.

## 3. Manuscript length

Papers should normally be no more than 6,000 words (Including all references and other content) although the Editor retains discretion to publish papers beyond this length in cases where the clear and concise expression of the scientific content requires greater length.

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

**Book Reviews** (up to 500 words) are also welcomed. Please contact the Book Reviews Editor before submission.

## 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. Digital submission guidelines

Manuscripts should be submitted online via our manuscript submission and tracking site, <http://mc.manuscriptcentral.com/aedp>. Full instructions for electronic submission are available directly from this site. To facilitate rapid reviewing, communications for peer review will be electronic and authors will need to supply a current e-mail address when registering to use the system.

**Submission of a manuscript will be taken to imply that all listed authors have seen the final version and approved it.**

## 7. Copyright

It is the policy of the Australian Psychological Society to own the copyright to its publications, and to the contributions contained therein, in order to protect the interests of the Society and its authors, and at the same time to facilitate the appropriate reuse of this material by others. Therefore, upon acceptance of their manuscript for publication, authors will be asked to fill in a copyright transfer form ([http://journals.cambridge.org/images/fileUpload/documents/EDP\\_ctf.pdf](http://journals.cambridge.org/images/fileUpload/documents/EDP_ctf.pdf)) and return to the production Editor at Cambridge University Press. Publication of the manuscript will be contingent upon receipt of this form. Publications of the Society are distributed to various other publications for review and abstracting purposes. In addition, the Society has contractual agreements with various secondary publishers for the republication, in hard copy, microfilm, or digital form, of individual articles and journal issues as a whole. It is the Society's position that the abstracts that are published with its journal articles are indicative of and not a substitute for, the work as a whole; therefore, access services are allowed free use of these abstracts without securing the permission of the Society. Enquiries about policy and procedures relating to permission to reproduce material published in the journal should be directed to the Australian Psychological Society.

## 8. Disclosure

'The publication of an advertisement by the Australian Psychological Society is not an endorsement of the advertiser nor of the products and services advertised. Only those professional development activities carrying the APS logo and an appropriate endorsement statement can be considered to be specifically approved by the APS. Advertisers may not incorporate in a subsequent advertisement or promotional piece the fact that a product or service has been advertised in any publication of the Society.'

**Volume 31 No. 2  
December 2014****Editorial**

- The Death of Difference: Psychology is Psychology iii  
Chris Boyle

**Articles**

- Personal Best (PB) Goal Setting and Students' Motivation in Science: A Study of Science Valuing and Aspirations 85  
Andrew J. Martin, Tracy Durksen, Derek Williamson, Julia Kiss and Paul Ginns
- Multidisciplinary Teamwork in Autism: Can One Size Fit All? 97  
Karola Dillenburger, Hanns-Rüdiger Röttgers, Katerina Dounavi, Coleen Sparkman, Mickey Keenan, Bruce Thyer and Christos Nikopoulos
- Australian Validation of the Hierarchical Personality Inventory for Children (HiPIC) 113  
Laura Hopkinson, Dianne Watt and John Roodenburg
- An Investigation of the Question-Types Teachers Use to Elicit Information From Children 125  
Sonja P. Brubacher, Martine Powell, Helen Skouteris and Belinda Guadagno
- Student Wellbeing and the Therapeutic Turn in Education 141  
Katie Wright

**Book Reviews**

- Looking Forward Through the Lifespan: Developmental Psychology 153  
Christine Grové
- Psychology in Education Critical Theory—Practice 154  
Vicki McKenzie
- Foundations of Behavioural, Social, and Clinical Assessment of Children 155  
Sarah van Ree
- Motivation to Learn: Transforming Classroom Culture to Support Student Achievement 156  
Erik M. Ward and DeLeon L. Gray

**Erratum**

- Eclecticism, Diversity and the Practice of Educational and Developmental Psychology—ERRATUM 158  
Chris Boyle
- With Thanks 159
- Australian University Theses in Educational and Developmental Psychology 2014 161

**ISSN 0816-5122****Cambridge Journals Online**

For further information about this journal  
please go to the journal website at:  
[journals.cambridge.org/edp](http://journals.cambridge.org/edp)

**CAMBRIDGE  
UNIVERSITY PRESS**