Abstract

Papers from the Journal of Cognitive Education and Psychology, Volume 16, Number 2
Journal of Cognitive Education and Psychology

EDITOR
Marco G. P. Hessels, University of Geneva

ASSOCIATE EDITOR
Fraser Lauchlan, University of Strathclyde

EDITORIAL BOARD
Christian Brandmo, University of Oslo
Julian Elliott, Durham University
Douglas Fuchs, Vanderbilt University
Elena L. Grigorenko, Yale University
H. Carl Haywood, Vanderbilt University
Yuriy V. Karpov, Touro College
Alex Kozulin, The International Center for Enhancement of Learning Potential
Juan Pascual-Leone, York University
Alexander Minnaert, Groningen University
Wilma Resing, Leiden University
Carol Robinson-Zañartu, San Diego State University
John Roodenburg, Monash University
Uršula Scharnhorst, Swiss Federal Institute for Vocational Education and Training
Susanne Schwab, University of Graz
Robert Sternberg, Oklahoma State University
David Tzuriel, Bar-Ilan University
Karl H. Wiedl, University of Osnabrück
Li-fang Zhang, The University of Hong Kong

INSTRUCTIONS FOR AUTHORS

The Journal of Cognitive Education and Psychology has three main sections: Theory and Research, Dissertation Abstracts, and Book Reviews. Manuscripts submitted for publication should be directed to one of these sections, but if the authors are uncertain in which section a paper might belong and wish to leave that decision to the discretion of the editor, that should be indicated in a letter accompanying your manuscript.

Manuscripts submitted to the journal will be subject to blind peer review; therefore the author’s name, degree, and affiliation (department and institution) should appear on the cover sheet only, which should also include the article title and the complete mailing address, email address, and telephone number of the author designated to review proofs.

Manuscripts must be prepared according to the Publication Manual of the American Psychological Association, 6th Edition. Articles should include an abstract of approximately 100–200 words that briefly describes the main points presented in the manuscript—including hypotheses, study design, major conclusions. Economical writing is preferable and details should be left for the body of the paper. Authors should list 3 to 5 key words below the abstract.

The recommended length of manuscripts is 12 to 20 pages, including tables, figures, and references. The expectation of economy of presentation is driven by consideration of readers’ time rather than by page limits. Appendices are discouraged.

All illustrations and photographs should be submitted as separate graphics files (in jpg or tiff format at 300 ppi or higher resolution, or as eps files). Contributors are responsible for all statements made in their manuscripts and for obtaining written permission from copyright owners for illustrations, adaptations, or lengthy quotes.

All submissions must be accompanied by a copy of the following copyright statement:

The undersigned author(s) transfers all copyright ownership of the article entitled [title of article] to the Springer Publishing Company, LLC, in the event that the article is published in the Journal of Cognitive Education and Psychology. This transfer of copyright includes, but is not limited to, the worldwide rights to any and all forms of publication now known or hereafter developed, including all forms of print and electronic media. The undersigned author(s) warrants and represents that the article is original, is not under consideration by another journal, has not been published previously, and contains no matter that is libelous, unlawful, or that infringes upon another copyright.

Manuscripts should be submitted via Editorial Manager at www.editorialmanager.com/jcep
The Journal of Cognitive Education and Psychology has three main sections: Theory and Research, Dissertation Abstracts, and Book Reviews. Manuscripts submitted for publication should be directed to one of these sections, but if the authors are uncertain in which section a paper might belong and wish to leave that decision to the discretion of the editor, that should be indicated in a letter accompanying your manuscript.

Manuscripts submitted to the journal will be subject to blind peer review; therefore the author's name, degree, and affiliation (department and institution) should appear on the cover sheet only, which should also include the article title and the complete mailing address, email address, and telephone number of the author designated to review proofs.

Manuscripts must be prepared according to the Publication Manual of the American Psychological Association, 6th Edition. Articles should include an abstract of approximately 100–200 words that briefly describes the main points presented in the manuscript—including hypotheses, study design, major conclusions. Economical writing is preferable and details should be left for the body of the paper. Authors should list 3 to 5 key words below the abstract.

The recommended length of manuscripts is 12 to 20 pages, including tables, figures, and references. The expectation of economy of presentation is driven by consideration of readers' time rather than by page limits. Appendices are discouraged.

All illustrations and photographs should be submitted as separate graphics files (in jpg or tiff format at 300 ppi or higher resolution, or as eps files). Contributors are responsible for all statements made in their manuscripts and for obtaining written permission from copyright owners for illustrations, adaptations, or lengthy quotes.

All submissions must be accompanied by a copy of the following copyright statement:

The undersigned author(s) transfers all copyright ownership of the article entitled [title of article] to the Springer Publishing Company, LLC, in the event that the article is published in the Journal of Cognitive Education and Psychology. This transfer of copyright includes, but is not limited to, the worldwide rights to any and all forms of publication now known or hereafter developed, including all forms of print and electronic media. The undersigned author(s) warrants and represents that the article is original, is not under consideration by another journal, has not been published previously, and contains no matter that is libelous, unlawful, or that infringes upon another copyright.

Manuscripts should be submitted via Editorial Manager at www.editorialmanager.com/jcep
ARTICLES

Evidence of a Phonological Similarity Effect After Rehearsal Training in Adolescents With Intellectual Disability
Jérôme Clerc and Yannick Courbois

Need for Cognition and Motivation Differentially Contribute to Student Performance
Alexis R. Neigel, Saif Behairy, and James L. Szalma

Shared Book Reading Interactions Within Families From Low Socioeconomic Backgrounds and Children’s Social Understanding and Prosocial Behavior
Dorit Aram, Deborah Bergman Deitcher, Tami Sabag Shoshan, and Margalit Ziv

Mediated Learning Experience: Questions to Enhance Cognitive Development of Young Children
Bee Leng Chua, Oon-Seng Tan, and Paulina Sock Wah Chng

At-Risk Students and the Role of Implicit Theories of Intelligence in Educational Professionals’ Actions
Marlous Tiekstra and Alexander Minnaert

Participation Versus Individual Support: Individual Goals and Curricular Access in Inclusive Special Needs Education
Ariane Paccaud and Reto Luder