

## Editorial for Applied Practices: Perspectives from the Field

I am pleased to introduce a paper for our Applied Practices' section of the journal, which is entitled Working Memory Interventions with Children: Classrooms or Computers? As one of the authors of this paper, with my colleague Kit Double, I can confirm that its scope is to examine what types of interventions for working memory in children currently exist, their relative efficacy in impacting working memory itself, as well as academic achievement, self concept and classroom engagement. Importantly, we explore the relative paucity of effective interventions, despite current rhetoric about the importance of working memory as a key part of executive functions. The role of attention factors, which are critical to working memory being used appropriately, is also examined. I recommend this paper to you all to challenge your preconceptions and to realistically evaluate what you can and should consider when advising about working memory as part of your practice.

I am also keen to support Professor Campbell's wish for more papers to be submitted to this section of the journal. You can all write about an area of your practice or an issue that interests you and share your work with your peers as well as become a published author. I can guide and advise people who are prepared to write. Contact me for support or to run ideas past me.

## Applied Practices' Requirements

Applied Practices' requirements are noted below. In this section of the journal, papers need to have an applied focus, with scope for colleagues to offer papers such as:

- Small scale evaluations of practice, where the findings are interesting and noted as preliminary and worthy of further exploration, even if these are not methodologically at the standard required for contributions to the main journal (e.g., no control group).
- Conceptual or research literature reviews with implications for practice, with a specific reflective argument addressing practice, possibly provocatively.
- Linked case studies in therapeutic, learning, and behaviour areas of intervention integrated around a common theme.

Sources might include reports from presentations, work in progress where preliminary data is reported allowing the author to submit full findings later, and adapted students' assignments. Appropriately selected peer reviewers referee papers.

Review guidelines include the following:

1. The article is of interest and relevance to members.
2. It is well written, properly referenced using APA 6<sup>th</sup> edition guidelines, and is grammatical.
3. It has a literature base supporting the work's findings and/or thinking.

4. It is approximately 3000 words.
5. It may contain a 120-word abstract.
6. It has a clearly articulated argument and looks to future directions etc.; thus, the work is beyond simple description, and needs to be analytical and possibly critical in its approach.

Please submit via Scholar 1 <https://mc.manuscriptcentral.com/jgc>

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