

Publications for Susan Colmar

2017

Franceschini, S., Trevisan, P., Ronconi, L., Bertoni, S., Colmar, S., Double, K., Facoetti, A., Gori, S. (2017). Action video games improve reading abilities and visual-to-auditory attentional shifting in English-speaking children with dyslexia. *Scientific Reports*, 7(1), 1-12. [More Information]

Colmar, S., Double, K. (2017). Working memory interventions with children: Classrooms or computers? *Journal of Psychologists and Counsellors in Schools*, 27(2), 264-277. [More Information]

2016

Colmar, S., Davis, N., Sheldon, L. (2016). A Pilot Classroom-Based Study of Attention and Working Memory Strategies for Primary-Aged Students. *Journal of Psychologists and Counsellors in Schools*, 26(1), 125-136. [More Information]

Colmar, S. (2016). Editorial: Applied Practices. *Journal of Psychologists and Counsellors in Schools*, 26(1), 115-116. [More Information]

Colmar, S. (2016). Editorial: Applied Practices. *Journal of Psychologists and Counsellors in Schools*, 26(2), 191-192.

Davis, N., Sheldon, L., Colmar, S. (2016), *Memory Mates (website)* <http://www.memorymates.education/>. [More Information]

Gilroy, J., Donnelly, M., Colmar, S., Parmenter, T. (2016). Twelve factors that can influence the participation of Aboriginal people in disability services. *Australian Indigenous Health Bulletin*, 16(1), 1-9. [More Information]

2015

Colmar, S. (2015). Editorial: Applied Practices. *Journal of Psychologists and Counsellors in Schools*, 25(1), 75-76. [More Information]

Sheldon, L., Davis, N., Colmar, S. (2015). *Memory mates: A classroom-based intervention to improve attention and working memory in primary-aged students (booklet)*. Sydney: Authors.

Colmar, S., Davis, N., Sheldon, L. (2015). Memory Mates: A set of classroom-based intervention strategies to improve attention and working memory in primary aged students (Workshop). *Australian Psychologists and Counsellors in Schools Conference*, Adelaide, South Australia.

Colmar, S., Davis, N., Sheldon, L. (2015). Research on a classroom based working memory intervention: Memory Mates (Invited presentation). *SE Sydney Region Conference of School Counsellors*, St Georges, Sydney.

Martin, A., Ghasemi-Nejad, M., Colmar, S., Liem, G., Collie, R. (2015). The role of adaptability in promoting control and

reducing failure dynamics: A mediation model. *Learning and Individual Differences*, 38, 36-43. [More Information]

2014

Colmar, S. (2014). A parent-based book-reading intervention for disadvantaged children with language difficulties. *Child Language Teaching and Therapy*, 30(1), 79-90. [More Information]

Cerni, T., Curtis, G., Colmar, S. (2014). Cognitive-Experiential Leadership Model: How leaders' information-processing systems can influence leadership styles, influencing tactics, conflict management, and organizational outcomes. *Journal of Leadership Studies*, 8(3), 26-39. [More Information]

Campbell, M., Colmar, S. (2014). Current status and future trends of school counseling in Australia. *Journal of Asia Pacific Counseling*, 4(2), 181-197.

Colmar, S. (2014). Editorial: Applied Practices- Perspectives from the field. *Journal of Psychologists and Counsellors in Schools*, 24(1), 109-110. [More Information]

Martin, A., Ghasemi-Nejad, M., Colmar, S., Liem, G. (2014). From measurement to modeling: A case study of the development and implementation of the Adaptability Scale. *Sage Research Methods*. London, England: Sage. [More Information]

Davis, N., Sheldon, L., Colmar, S. (2014). Memory Mates: A classroom-based intervention to improve attention and working memory. *Journal of Psychologists and Counsellors in Schools*, 24(1), 111-120. [More Information]

Cerni, T., Curtis, G., Colmar, S. (2014). The cognitive information-processing systems of leaders and their relation to student learning outcomes. *Journal of School Leadership*, 24(2), 287-310.

2013

Martin, A., Ghasemi-Nejad, M., Colmar, S., Liem, G. (2013). Adaptability: How students' responses to uncertainty and novelty predict their academic and non-academic outcomes. *Journal of Educational Psychology*, 105(3), 728-746. [More Information]

Colmar, S. (2013). Attention and working memory. *APACS (Australian Psychologists and Counsellors in Schools Association) NSW E-Newsletter, Term 4, 3*.

Gilroy, J., Donnelly, M., Colmar, S., Parmenter, T. (2013). Conceptual Framework for Policy and Research Development With Indigenous People with a Disability. *Australian Aboriginal Studies*, 2013 (2), 42-58.

Colmar, S. (2013). Editorial: Applied Practices - Perspectives from the field. *Journal of Psychologists and Counsellors in Schools*, 23(2), 271-272. [More Information]

Arciuli, J., Villar, G., Colmar, S., Evans, D., Einfeld, S., Parmenter, T. (2013). Home-based reading between mothers and their children with autism spectrum disorders. *Australian Journal of Learning Difficulties*, 18(1), 17-33. [More Information]

Cerni, T., Curtis, G., Colmar, S. (2013). Information-processing and Leadership: An Introductory Review and the Cognitive Leadership Model (CLM). *The International Conference on Management, Leadership and Governance (ICMLG 2013)*, Reading, UK: Academic Conferences and Publishing International Limited.

Colmar, S. (2013). What is the optimal intensity of interaction between adult and child in their learning and language development? (Invited presentation). *Bowen Institute of Family Studies Conference*, North Sydney, NSW.

2012

Toshack, T., Colmar, S. (2012). A cyberbullying intervention with primary-aged students. *Journal of Psychologists and Counsellors in Schools*, 22(2), 268-278. [More Information]

Martinez, C., Martin, A., Liem, (., Colmar, S. (2012). A longitudinal analysis of physical and psychological wellbeing amongst late adolescents: Exploring the transition from school to postschool life. *Australian Educational and Developmental Psychologist*, 29(1), 17-43. [More Information]

Green, J., Liem, (., Martin, A., Colmar, S., Marsh, H., McInerney, D. (2012). Academic motivation, self-concept, engagement, and performance in high school: Key processes from a longitudinal perspective. *Journal of Adolescence*, 35, 1111-1122. [More Information]

Martin, A., Ghasemi-Nejad, M., Colmar, S., Liem, (. (2012). Adaptability: Conceptual and empirical perspectives on responses to change, novelty and uncertainty. *Journal of Psychologists and Counsellors in Schools*, 22(1), 58-81. [More Information]

Ghasemi-Nejad, M., Martin, A., Colmar, S., Liem, (. (2012). Adaptability: Exploring its personality antecedents and well-being outcomes (presentation). *European Association for Research on Learning and Instruction 2012*, Regensburg, Germany.

Colmar, S. (2012). Applied practices: Perspectives from the field section within the Australian journal of guidance and counselling. *Journal of Psychologists and Counsellors in Schools*, 22(2), 266-267. [More Information]

Cerni, T., Curtis, G., Colmar, S. (2012). Cognitive-experiential self theory and conflict-handling styles: Rational and constructive experiential systems are related to the integrating and compromising conflict-handling styles. *International Journal of Conflict Management*, 23(4), 362-381. [More

Information]

Liem, (., Martin, A., Porter, A., Colmar, S. (2012). Sociocultural antecedents of academic motivation and achievement: role of values and achievement motives in achievement goals and academic performance. *Asian Journal of Social Psychology*, 15(1), 1-13. [More Information]

Parker, P., Martin, A., Colmar, S., Liem, (. (2012). Teachers' workplace well-being: Exploring a process model of goal orientation, coping behavior, engagement, and burnout. *Teaching and Teacher Education*, 28(4), 503-513. [More Information]

2011

Colmar, S. (2011). A book reading intervention with mothers of children with language difficulties. *Australasian Journal of Early Childhood*, 36(2), 104-112.

Colmar, S. (2011). Parents as teachers: Benefits of book reading communication for young children with language difficulties (Invited presentation). *First Australian Parenting Conference*, Sydney, NSW.

Maher, E., Colmar, S. (2011). Promoting social responsiveness within a developmental relationship-based approach with primary caregivers and young children with autism. *Asia Pacific Autism Conference (APAC) 2011*.

Martin, A., Green, J., Colmar, S., Liem, (., Marsh, H. (2011). Quantitative Modelling Of Correlational And Multilevel Data In Educational Research: A Construct Validity Approach To Exploring And Testing Theory. In Markauskaite L, Freebody P, Irwin J (Eds.), *Methodological Choice and Design: Scholarship, Policy and Practice in Social and Educational Research*, (pp. 209-224). New York: Springer. [More Information]

2010

Colmar, S. (2010). *Children's language skills: A research report*.

Cerni, T., Curtis, G., Colmar, S. (2010). *Cognitive-experiential self theory and transformational leadership : information-processing, educational leadership, conflict-handling styles*. Saarbrücken: VDM Verlag.

Cerni, T., Curtis, G., Colmar, S. (2010). Executive coaching can enhance transformational leadership. *International Coaching Psychology Review*, 5(1), 83-87.

Cerni, T., Curtis, G., Colmar, S. (2010). Increasing transformational leadership by developing leaders' information-processing systems. *Journal of Leadership Studies*, 4(3), 51-65. [More Information]

Colmar, S. (2010). *Language intervention research demonstrates significant improvements in children with language difficulties*.

Martin, A., Colmar, S., Davey, L., Marsh, H. (2010). Longitudinal modeling of academic buoyancy and motivation: Do the '5Cs' hold up over time? *British Journal of Educational Psychology*, 80(3), 473-496. [More Information]

2009

Brown, G., Colmar, S. (2009). Historical and current

perspectives on the necessary and sufficient components for effective classroom instruction. *Special Education Perspectives*, 18(1), 47-60.

2008

Cerni, T., Curtis, G., Colmar, S. (2008). Information Processing and Leadership Styles: Constructive Thinking and Transformational Leadership. *Journal of Leadership Studies*, 2(1), 60-73. [More Information]

Wilson, J., Colmar, S. (2008). Re-evaluating the significance of phonemic awareness and phonics in literacy teaching: The shared role of school counsellors and teachers. *Journal of Psychologists and Counsellors in Schools*, 18(2), 89-105. [More Information]

Colmar, S. (2008). Who parents and "counsels"? *Directions in Education*, 17(2), 15th Feb-15th Feb.

Colmar, S. (2008). Who parents, who teaches and who counsels? *Australian Guidance and Counselling Association National Newsletter*, 1, 22.

2007

Parker, P., Martin, A., Colmar, S., Debus, R. (2007). The Forgotten Helpers: A Psychosocial Model of Clergy Burnout. *UWS Psychology and Spirituality Society Annual Conference (2007)*, University of Western Sydney: University of Western Sydney.

2006

Colmar, S., Maxwell, A., Miller, L. (2006). Assessing intellectual disability in children: Are IQ measures sufficient, or even necessary? *Journal of Psychologists and Counsellors in Schools*, 16(2), 177-188.

Colmar, S. (2006). Books and Language Learning. *Directions in Education*, 15(17), September 8th.

Cerni, T., Curtis, G., Colmar, S. (2006). If you want to be a good leader, how you think is important. *Joint Conference of the Australian Psychological Society (APS) and the New Zealand Psychological Society (NZPsS)*, Melbourne: The Australian Psychological Society Ltd.

Rider, N., Colmar, S. (2006). Reading Achievement and Reading Self-Concept in Year 3 Children. *AARE International Education Research Conference 2005*, Australia: Australian Association for Research in Education (AARE).

Colmar, S. (2006). Talking less equals talking more. *On Line Opinion*, Online 14/9/06.