# Journal of

# Educational Psychology®

www.apa.org/pubs/journals/edu

April 2019

Volume 111 Number 3

# Reading

- Efficacy of a High School Extensive Reading Intervention for English Learners With Reading Difficulties

  Sharon Vaughn, Leticia R. Martinez, Kelly J. Williams, Jeremy Miciak, Anna-Mária Fall, and Greg Roberts
- Decoding and Reading Comprehension: A Test of the Decoding Threshold Hypothesis

  Zuowei Wang, John Sabatini, Tenaha O'Reilly, and Jonathan Weeks

© 2019 American Psychological Association

# **Mathematics**

- 402 Predicting Success on High-Stakes Math Tests From Preschool Math Measures Among Children From Low-Income Homes Emily R. Fyfe, Bethany Rittle-Johnson, and Dale C. Farran
- 414 Individual Differences in Addition Strategy Choice: A Psychometric Evaluation

  Katherine T. Rhodes, Sarah Lukowski, Lee Branum-Martin, John Opfer, David C. Geary, and Stephen A. Petrill
- Direct and Indirect Paths From Linguistic Skills to Arithmetic School Performance

  Vivian Singer, Katherine Strasser, and Ariel Cuadro

### Achievement

- Executive Function and Academic Achievement: Longitudinal Relations From Early Childhood to Adolescence

  Sammy F. Ahmed, Sandra Tang, Nicholas E. Waters,
  and Pamela Davis-Kean
- 459 A Longitudinal Study of the Domain-Generality of African American Students' Causal Attributions for Academic Success Heidi A. Vuletich, Beth Kurtz-Costes, Kenneth A. Bollen, and Stephanie J. Rowley

# **Bullying and Aggression**

Parental Responses to Bullying: Understanding the Role of School Policies and Practices

Sarah Lindstrom Johnson, Tracy Evian Waasdorp, Larissa M. Gaias,
and Catherine P. Bradshaw

Emotional Intelligence and Empathy in Aggressors and Victims of School Violence

Estefanía Estévez, Teresa. I. Jiménez, and Lucía Segura

# **Teachers and Teaching**

- Toward an Integrative and Fine-Grained Insight in Motivating and Demotivating Teaching Styles: The Merits of a Circumplex Approach Nathalie Aelterman, Maarten Vansteenkiste, Leen Haerens, Bart Soenens, Johnny R. J. Fontaine, and Johnmarshall Reeve
- 522 Identifying Teachers' Supports of Metacognition Through Classroom Talk and Its Relation to Growth in Conceptual Learning Cristina D. Zepeda, Christina O. Hlutkowsky, Anne C. Partika, and Timothy J. Nokes-Malach

# **Temperament**

Prediction of Children's Early Academic Adjustment From Their Temperament: The Moderating Role of Peer Temperament Sarah K. Johns, Carlos Valiente, Nancy Eisenberg, Tracy L. Spinrad, Maciel M. Hernández, Jody Southworth, Rebecca H. Berger, Marilyn S. Thompson, Kassondra M. Silva, and Armando A. Pina

### Other

- E-Mail Notification of Your Latest Issue Online!
- 556 Instructions to Authors
- 487 Members of Underrepresented Groups: Reviewers for Journal Manuscripts Wanted
- 474 Subscription Order Information