Reviewer's report

Title: Improving cognition in schizophrenia: Which is the more commonly used type of training, practice or strategy learning? A descriptive review.

Version: 2
Date: 10 December 2013

Reviewer: Alice Saperstein

Reviewer's report:

Major Compulsory Revisions
1. The authors offer multiple perspectives from which to consider the aims, targets, and methods of cognitive remediation including the use of drill + practice, drill/practice + strategy coaching, specific or general cognitive targets that are neurocognitive and/or social cognitive in nature, and the inclusion of specific cognitive and/or functional outcomes. The authors succeed in providing a comprehensive listing of contemporary cognitive intervention studies; the reader looking for a descriptive review will find this information useful. Although the authors provide accurate definitions of neuro and social cognitive targets, critical readers may disagree with some of the authors' classification of cited research studies. For example, the authors are urged to reconsider Section 3.2 Sociocognitive Deficits. In this section, the series of studies by Bell and colleagues are discussed but it is not clear why neurocognitive enhancement therapy is discussed here. NET is explicitly described as targeting attention, memory, and executive functioning. Social cognition is not addressed in NET. If the authors intend to include NET in the discussion of sociocognitive targets, clarification will be needed. Similarly, in Table 2, McGurk and Mueser's Thinking Skills for Work program is classified as targeting sociocognitive deficits. The targets of this intervention do not seem consistent with the definitions of sociocognitive interventions provided (ie targeting theory of mind, affect perception etc). Thinking skills for work targets neurocognition (attention, memory, speed, executive functions) using computer-based exercises. Compensatory strategy training is provided to help patients cope with neurocognitive deficits at work. Given the targets of interventions like NET and Thinking Skills for Work, I disagree with the authors' classification.

2. Authors are strongly urged to proofread for grammatical errors and writing style. I include this comment in the compulsory revisions section because there are sentences and paragraphs in which the authors' meaning is lost. A sample sentence is in section 3.1, first sentence in the second paragraph. Please also see the final paragraph in section 3.2, and the first sentence in the final paragraph of the manuscript.

Minor essential revisions
1. Please check for consistency in within text citations. It is not necessary to use authors' full names in within text citations.
Level of interest: An article whose findings are important to those with closely related research interests

Quality of written English: Needs some language corrections before being published

Statistical review: No, the manuscript does not need to be seen by a statistician.

Declaration of competing interests:

I declare that I have no competing interests.