





Effectiveness of Intervention Based on Academic Buoyancy on Academic Burnout and Academic Engagement of Students with Reading Learning Disorder

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1. Round 1

1.1 Reviewer 1

Date: 03 February 2023

Reviewer: The manuscript presents an innovative approach to addressing academic burnout and lack of enthusiasm among students with dyslexia through an intervention based on academic vivacity. It is a valuable addition to educational and psychological interventions aimed at supporting students with learning disabilities.

- 1) Statistical Analysis: The use of multivariate analysis of covariance is suitable for the study design. However, the manuscript should discuss any assumptions checked, the effect size, and the power of the study.
- 2) Language and Terminology: As the document is in Farsi, ensuring the technical terminology is accessible to an international audience when translated would be beneficial.
- 3) Recommendations: The conclusion offers practical recommendations, but these should be supported by a discussion of how the intervention might be adapted or implemented in different educational settings.

Authors revised the manuscript.

1.2 Reviewer 2

Date: 04 February 2023

Reviewer: This manuscript investigates the efficacy of an academic vivacity-based intervention in mitigating academic burnout and enhancing enthusiasm among dyslexic students, providing an insightful addition to educational strategies for learners with specific needs.

The concept of academic vivacity is intriguing and relevant. The manuscript should elaborate on how this concept is defined, its theoretical underpinnings, and how it specifically relates to dyslexia.

While the research design is clear, further details on the intervention's components, frequency, and how engagement was measured would add depth to the understanding of the intervention's impact.

More information on the demographic and educational background of the participants would help contextualize the findings.

Suggestions for how this study could lead to further research in academic interventions for dyslexic students would be valuable, including considerations for diverse educational systems and age groups.

Authors revised the manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.