




Effectiveness of Cognitive-Emotional-Social Training of Working Memory on Attention Bias, Executive Functions, and Academic Performance of Students with ADHD

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the sentence "The prevalence of this disorder has been estimated to range between 6.5% and 38% in recent review studies," specify the geographical or demographic context of these prevalence rates to provide clearer context for the readers.

The statement "Attention problems manifest as lack of concentration abandoning tasks halfway frequent changes in activities sluggishness failure to return to unfinished tasks and increased errors in monotonous and tedious tasks" would benefit from citation for each of these manifestations. For example, "Attention problems manifest as lack of concentration (Author, Year), abandoning tasks halfway (Author, Year), frequent changes in activities (Author, Year), sluggishness (Author, Year), failure to return to unfinished tasks (Author, Year), and increased errors in monotonous and tedious tasks (Author, Year)".

The exclusion criteria state, "missing more than one training session." Explain the rationale behind this threshold and discuss how this might impact the generalizability of the results.

Clarify the psychometric properties (e.g., reliability and validity) of the Conners' Rating Scales specifically within the context of your study population (Iranian children). This can help readers understand the appropriateness of the tool for your research.

When mentioning "Data collected before after and one month post-intervention were scored and analyzed using SPSS version 20," specify the version of the SPSS and why it was chosen. Additionally, provide more detail on any preliminary analyses conducted to ensure the appropriateness of repeated measures ANOVA.

In Table 1, it is unclear what "M (SD)" stands for. For clarity, ensure that you define this abbreviation within the table's legend or in the text preceding the table.

The use of multiple statistical tests increases the risk of Type I errors. Explain any corrections for multiple comparisons that were applied, such as Bonferroni correction, and how these corrections impacted your findings.

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

In the section "Study Design and Participants," explain why cluster random sampling was used and how it might have influenced the study results. Additionally, provide more details about how the clusters were selected and what steps were taken to ensure they were representative.

In the description of the intervention sessions, provide a more detailed explanation of how "Sit/Stand" and "Laugh/Don't Laugh" games are specifically linked to improvements in working memory and response inhibition, including theoretical backing.

The sentence "Therefore the hypothesis is confirmed and cognitive-emotional-social training of working memory affects the attention bias of students with ADHD" would benefit from a more nuanced discussion. Explain which specific components of attention bias were affected and provide confidence intervals for the effect sizes.

The discussion should address any potential biases in the sampling method (e.g., cluster sampling) and how these might have influenced the results. For example, "Cluster sampling was used, which may have introduced biases if the selected schools were not representative of the general population of students with ADHD in Tehran".

When comparing your findings to those of previous studies (e.g., Nejadi, 2021), provide a more detailed analysis of how the methodologies differed and how these differences might account for any discrepancies in results.

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.