




# Predicting Children's Behavioral Disorders Based on Mothers' Social Skills Mediated by Their Attachment Styles


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E d i t o r	R e v i e w e r s
Reza Bagherian Sararoudi <sup>1</sup>  Professor, Medicine Behavioral Sciences Research Center Isfahan University of Medical Sciences, Iran bagherian@med.mui.ac.ir	<b>Reviewer 1:</b> Seyed Ali Darbani <sup>1</sup>  Assistant Professor, Department of Psychology and Counseling, South Tehran Branch, Islamic Azad University, Tehran, Iran Email: Ali.darbani@iau.ac.ir <b>Reviewer 2:</b> Fereydon Eslami <sup>1</sup>  Assistant Professor, Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: fereydonealami@kmanresce.ca

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

You mention several emotional-behavioral disorders (e.g., nail-biting, thumb-sucking). Consider expanding on the prevalence rates in children within the specific population (Isfahan) to ground the study's context.

In the sentence "The path coefficient from social skills to behavioral disorders was  $\beta = -0.28$ ," provide further detail on the significance and magnitude of this coefficient. Does this coefficient represent a strong or weak effect, and how does it compare with similar studies?

In the regression table, it's unclear how the indirect effect of attachment styles was tested. A more detailed explanation of how Sobel's test was applied and how it fits into the SEM framework is needed.

The discussion surrounding the lack of social skills contributing to behavioral disorders would benefit from a comparison with studies that have found contradictory results. This would provide a more balanced view of the literature.

The phrase "inefficient attachment styles can affect social skills" is too vague. Can you specify which types of attachment styles (e.g., avoidant, ambivalent) are most predictive of behavioral disorders?

You mention that "inefficient attachment styles can affect social skills," but this is repeated from earlier sections. Consider integrating the conclusion more deeply with the novel contributions of your study, highlighting new insights.

Authors revised the manuscript and uploaded the document.

### 1.2. Reviewer 2

Reviewer:

The description of the multistage cluster sampling method is clear, but the justification for selecting four districts out of 15 needs more elaboration. Why were these districts chosen, and how might they represent the entire population of Isfahan?

You refer to the Caspers et al. (2006) questionnaire. While you describe its validation, it would be beneficial to include more recent studies or comparisons that validate this measure in populations similar to the Isfahan cohort.

You use the teacher's form of the Social Skills Rating System, but given that the study focuses on mothers' skills, why was the teacher's form chosen instead of a parent-based form? Justify this choice more clearly.

You mention that SPSS 26 was used for analysis, but there's no justification for choosing this particular software over other alternatives like R or Mplus, which might offer better features for SEM. Please elaborate on your choice of tools.

You discuss socio-economic and subcultural factors as potential intervening variables but provide no insight into how these could specifically influence the findings. Consider elaborating on these issues with more specific examples.

The model fit indices (e.g., RMSEA, CFI) are presented but not fully discussed. A deeper explanation is needed on why these indices suggest a "good fit" and how this aligns with theoretical expectations.

While the direct effects of social skills on behavioral disorders are reported, more attention should be given to how these effects compare to international studies, especially those conducted in non-Western countries.

Authors revised the manuscript and uploaded the document.

## 2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.