




# Comparison of the Effectiveness of Brain Gym and Educational Games on the Improvement of Social Skills in 8-10 Year-Old Students

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E d i t o r	R e v i e w e r s
Azizuddin Khan  Professor, Psychophysiology Laboratory, Department of Humanities and Social Sciences Indian Institute of Technology Bombay, Maharashtra, India aziz@hss.iitb.ac.in	<b>Reviewer 1:</b> Thseen Nazir  Professor of Psychology and Counseling Department, Ibn Haldun University, Istanbul, Turkey. Email: thseen.nazir@ihu.edu.tr <b>Reviewer 2:</b> Azade Abooei  Department of Counseling, Faculty of Humanities, University of Science and Art, Yazd, Iran. Email: a.aboei@tea.sau.ac.ir

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The "Discussion and Conclusion" mentions limitations regarding cultural context but does not explore how this could bias results. Expand on how culture might affect the intervention outcomes.

The "Findings and Results" section describes the use of ANOVA and the Bonferroni post-hoc test but does not clarify why these methods were chosen over others. Explain the rationale for using these tests.

The detailed description of Brain Gym sessions in the "Intervention" section is excellent, but include how adherence to the protocol was monitored.

The sampling method described in "Study Design and Participants" uses cluster random sampling. Discuss how this method minimizes or introduces bias.

The "Findings and Results" report p-values but lack effect sizes for major findings. Include effect sizes to help readers understand the practical significance of the interventions.

The "Discussion" compares results with other studies but could better address discrepancies. Analyze why findings differ, particularly in relation to studies with negative results.

In the "Methods and Materials," mention that nine students were excluded for irregular attendance. Discuss how this might have impacted the study's validity.

The "Conclusion" discusses theoretical implications but lacks practical advice for educators. Recommend specific ways teachers can incorporate Brain Gym or educational games into curricula

Authors revised and uploaded the document.

## 1.2. Reviewer 2

Reviewer:

The "Introduction" references multiple studies but lacks a cohesive theoretical framework linking physical activity to social skill improvement. Incorporate a unifying theory to strengthen the narrative.

The "Introduction" outlines the importance of social skills but does not address gaps in existing research. Highlighting these gaps could strengthen the study's relevance.

In the "Methods and Materials" section, the two-month follow-up period is not justified. Discuss why this duration is sufficient or consider comparing with other studies to strengthen the argument.

The description of the Brain Gym sessions in the "Intervention" section mentions "20 sessions." Was this duration supported by prior research? If so, provide citations to justify the chosen duration.

The control group "did not receive any intervention." Specify if this group participated in any alternative activities to rule out the Hawthorne effect.

The "Measures" section uses terms like "appropriate social skills" without clear definitions. Define key terms for readers unfamiliar with the Matson Social Skills Questionnaire.

Authors revised and uploaded the document.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.