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Comparing the effectiveness of brain-based learning training and self-regulation training on the executive functions of students with learning disabilities in reading

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1. Round 1

1.1. Reviewer 1

Reviewer:

Provide more detailed justification for the selection of participants and the sampling method to enhance the study's replicability.

Include a broader range of studies on brain-based learning and self-regulation to contextualize the findings within the existing body of research.

Elaborate on the intervention protocols for each training method to allow for reproducibility of the study.

Utilize charts or graphs to visually represent the findings, making it easier for readers to understand the results.

More thoroughly discuss the limitations, including the study's focus on a specific age group and geographical location, and its implications for generalizability.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Enhance the theoretical foundation by incorporating a detailed discussion of cognitive and educational theories underpinning brain-based learning and self-regulation.

Conduct an exhaustive literature review, including contrasting findings and debates within the field of educational interventions for reading disabilities.

Consider a mixed-methods approach to enrich the quantitative findings with qualitative insights from participants and instructors regarding the training experiences.

Apply more sophisticated statistical methods to explore the interaction effects between training methods and various executive function components.

Offer a deeper analysis of the implications of the findings for educational practice and theory, particularly in the context of supporting students with reading disabilities.

Provide detailed recommendations for educators, policymakers, and curriculum designers on integrating effective training methods into educational settings.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.