

# Comparison of the Effectiveness of Cognitive Behavioral Training and Acceptance and Commitment Training on High-Risk Behaviors in Self-Injurious Adolescents


Elahe. Graily Moshkabadi<sup>1</sup>, Shaban. Heydari<sup>2\*</sup>, Mohammadkazem. Fakhri<sup>2</sup>

<sup>1</sup> PhD Student, Department of Psychology, Sari Branch, Islamic Azad University, Sari, Iran



<sup>2</sup> Assistant Professor, Department of Psychology, Sari Branch, Islamic Azad University, Sari, Iran

\* Corresponding author email address: shaban.haydari@yahoo.com

## Editor

Salahadin Lotfi<sup>1</sup>  
PhD in Cognitive Psychology &  
Neuroscience, UWM & Rogers  
Behavioral Health Verified,  
Lecturer at University of Wisconsin  
slotfi@uwm.edu

## Reviewers

**Reviewer 1:** Sara Nejatifar   
Department of Psychology and Education of People with Special Needs, Faculty of  
Educational Sciences and Psychology, University of Isfahan, Isfahan, Iran.  
Email: s.nejatifar@edu.ui.ac.ir  
**Reviewer 2:** Kamdin. Parsakia   
Department of Psychology and Counseling, KMAN Research Institute, Richmond  
Hill, Ontario, Canada. Email: kamdinarsakia@kmanresce.ca

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

In the Introduction, the sentence "Many adolescents face challenges with family community and relatives which may push them towards high-risk behaviors during decision-making stages due to the pressure of these problems" (pg. 1) lacks clarity. Consider rephrasing for better readability and coherence. For example, "Many adolescents face familial, community, and relational challenges, which may push them towards high-risk behaviors during critical decision-making stages due to the pressure of these issues."

The study's objective is stated, but it would benefit from more specificity. Instead of "This study compared the effectiveness of cognitive behavioral training (CBT) and acceptance and commitment training (ACT) on high-risk behaviors in self-injurious high school students," specify the exact high-risk behaviors being studied.

The sample description mentions that 45 students were selected using purposive sampling. It's important to specify the criteria used for purposive sampling to ensure replicability. What specific characteristics were sought in the sample?

The inclusion criteria mention "students exhibiting self-injury," but it's not clear how self-injury was defined or measured for inclusion. Please provide a definition or a description of the assessment method used.

Authors uploaded the revised manuscript.

### 1.2. Reviewer 2

Reviewer:

The description of the control group is brief. Clarify whether the control group received any intervention or if they were on a waitlist. This information is crucial for understanding the study design.

The validity of the High-Risk Behaviors Questionnaire and the Self-Injury Questionnaire is mentioned. Include more details about the psychometric properties (e.g., reliability coefficients) of these tools.

The detailed session content for CBT and ACT is well-described. However, it would be beneficial to provide a brief rationale for choosing specific techniques or exercises within each session to link them with the theoretical framework.

The statistical analysis section mentions the use of repeated measures ANOVA. It would be helpful to include the rationale for choosing this statistical method over others and any assumptions tested (e.g., sphericity).

While the results mention significant effects, it is important to report effect sizes for all significant findings to provide context regarding the magnitude of the effects.

Authors uploaded the revised manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.