




The Effectiveness of Dialectical Behavior Therapy on Cognitive Flexibility and Alexithymia in Aggressive Adolescents

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1. Round 1

1.1. Reviewer 1

Reviewer:

The definition of aggression references several sources but lacks proper citation formatting. Ensure each citation (e.g., Hills 2018) is correctly included in the reference list and formatted according to journal guidelines.

The statement "Cognitive flexibility is a core component of executive functions" would benefit from additional context or examples of executive functions to enhance reader understanding. Consider elaborating on how cognitive flexibility specifically interacts with other executive functions.

When discussing the Cognitive Flexibility Inventory (Dennis & Vander Wal 2010), clarify how the scores are interpreted within the context of this study. Provide specific score ranges and what they indicate about cognitive flexibility levels.

The Toronto Alexithymia Scale (Bagby et al. 1994) scoring interpretation should include more detail on what scores between 20 and 40, 40 to 60, and above 60 specifically mean in terms of participant behavior and emotional processing.

The description of the DBT sessions is detailed, but it would be beneficial to include the theoretical rationale behind choosing specific skills (e.g., mindfulness, distress tolerance) for aggressive adolescents. Explain why these skills are particularly effective for this demographic.

Each session detail is comprehensive. However, the text could benefit from including brief case examples or hypothetical scenarios to illustrate how participants might apply these skills in real life.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The relationship between alexithymia and aggression is crucial to the study. However, the explanation of alexithymia's multifaceted construct needs more depth. Include specific examples or case studies to illustrate the difficulty identifying and distinguishing between feelings, and how this impacts aggressive behavior.

The mention of "deficiency in emotion regulation" is essential. However, the paragraph would benefit from a clearer linkage between this deficiency and the subsequent aggressive behaviors. Consider adding a transitional sentence that connects these concepts more explicitly.

The selection process of participants using the Buss-Perry Aggression Questionnaire is well-described, but it would be helpful to detail the criteria for scoring above the cutoff of 78. Specify if any additional factors influenced participant selection.

The reliability and validity of the Buss-Perry Aggression Questionnaire are noted, but the text lacks details on how these metrics were determined in this specific study context. Include a brief explanation of how reliability and validity were assessed for this population.

The descriptive statistics table provides valuable data but lacks a clear explanation of what these statistics indicate about the differences between the experimental and control groups. Add a brief narrative summary interpreting these findings.

The use of MANCOVA is appropriate, but the text should include a brief justification for choosing this analysis method over others. Explain why MANCOVA was the best choice for analyzing the data in this study.

While the table shows significant differences, it would be helpful to include effect sizes to provide a clearer picture of the intervention's impact. Include a discussion of the practical significance of these effect sizes.

The discussion section mentions consistency with previous studies but lacks specific comparisons. Identify particular studies and compare their findings with those of the current study to strengthen the argument.

The benefits of DBT are well-argued, but the text could be enhanced by discussing potential limitations or challenges of implementing DBT in school settings. Address any barriers to implementation and how they might be overcome.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.