

The Impact of Group Emotion Regulation Training Based on Gross's Model on Reducing Depression and Risky Behaviors in Depressed Adolescents

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1. Round 1

1.1. Reviewer 1

Reviewer:

The sentence "Adolescence is the most crucial stage of life encompassing the period from puberty to adulthood" (p. 1) would benefit from including more recent and diverse sources to support the claim, considering the different perspectives on adolescent development.

"Depression is a mood disorder characterized by diagnostic features such as a sad mood feelings of worthlessness or irritability..." (p. 1), ensure that the diagnostic criteria referenced are up-to-date with the latest DSM-5-TR guidelines.

The description of the Beck Depression Inventory (BDI) (p. 3) should include more detail on the cultural adaptation and validation process of the BDI for the Iranian adolescent population, referencing specific studies that support its use in this context.

In the section discussing the Risky Behaviors Questionnaire by Rajabi and Shafi'i (2011) (p. 3), elaborate on how the reliability and validity of this tool were assessed, including the results of any relevant psychometric evaluations.

For Session 2: Situation Selection (p. 4), provide specific examples of exercises or activities used to help participants understand and recognize various emotions, enhancing the replicability of the intervention.

In Session 7: Response Modulation (p. 4), it would be beneficial to explain how participants were trained to use Jacobsen's relaxation technique and any challenges faced in teaching this method to adolescents.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Clarify the epidemiological data provided on the prevalence of depression among Iranian adolescents, such as specifying the methodology and sample size used in Madmoli et al. (2016) to enhance the robustness of the presented statistics.

The sampling method described as "convenience sampling" (p. 2) should include a justification for its use and a discussion on the potential biases and limitations associated with this approach.

Provide more detail on the random assignment process to the experimental and control groups (p. 2), ensuring transparency in how randomization was achieved to strengthen the study's internal validity.

Clarify the rationale for choosing a significance level between 0.001 and 0.05 (p. 5) and discuss how this range was determined to be appropriate for the study's statistical analyses.

The table presenting the means and standard deviations of risky behaviors (p. 6) should include confidence intervals to provide a clearer picture of the variability and precision of the estimates.

When discussing the results of repeated measures ANOVA (p. 7), provide more detail on the effect sizes and their interpretations, emphasizing the practical significance of the findings.

The explanation of how group emotion regulation training impacts depression (p. 9) should be supported with more specific examples from the intervention sessions, illustrating how changes in emotion regulation strategies were achieved.

In discussing the reduction of risky behaviors (p. 9), consider integrating a theoretical framework that explains the mechanisms by which emotion regulation training leads to these outcomes, potentially referencing Gross's model in more detail.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.