

Comparison of the Effectiveness of Trauma-Focused Cognitive Behavioral Therapy and Acceptance and Commitment Therapy on Emotional Independence in Adolescents with a History of Domestic Violence

Samaneh. Gholami¹, Mohammad Kazem. Fakhri^{2*}, Gholamreza. Khalili³

¹ PhD student in General Psychology, Department of Psychology, Sari Branch, Islamic Azad University, Sari, Iran

² Assistant Professor, Department of Psychology, Sari Branch, Islamic Azad University, Sari, Iran



³ Assistant Professor, Department of Psychology, Gorgan Branch, Islamic Azad University, Gorgan, Iran

* Corresponding author email address: mk.fakhri@iau.ac.ir

Editor

Ahmad Amani¹
Associate Professor, Counseling
Department, University of
Kurdistan, Sanandaj, Iran
a.amani@uok.ac.ir

Reviewers

Reviewer 1: Zahra Yousefi¹
Assistant Professor, Department of Psychology, Khorasgan Branch, Islamic Azad
University, Isfahan, Iran.
Email: yousefi1393@khuisf.ac.ir
Reviewer 2: Mehdi Rostami¹
Department of Psychology and Counseling, KMAN Research Institute, Richmond
Hill, Ontario, Canada.
Email: dr.mrostami@kmanresce.ca

1. Round 1

1.1. Reviewer 1

Reviewer:

In the Introduction, the sentence "Emotional independence refers to the ability to reach an emotional maturity level..." is conceptually vague. Please provide a more operational or measurable definition of emotional independence supported by theoretical models or validated sources.

In the Introduction, the authors mention, "Adolescents need to develop and strengthen certain traits within themselves..." without citing adolescent developmental theory. Consider referencing Erikson's stages of psychosocial development or Arnett's theory of emerging adulthood for grounding.

In the Methods and Materials, the use of "cross-sectional study using a quasi-experimental design" is contradictory. Quasi-experimental designs typically involve longitudinal elements. Please clarify or revise the study design classification.

In the Sample Size Calculation section, the sentence "According to the software estimation, the minimum sample size for each group was suggested as 12 participants" lacks detail about the effect size used. Please specify the exact effect size (e.g., Cohen's $f = 0.25$) and the rationale behind its selection.

In Table 2, the term "Effect Size" is mentioned, but no specification is given (e.g., partial eta squared). Please define which effect size metric was used and its interpretation criteria (e.g., small, medium, large).

In Table 3, the post-hoc comparisons show non-significant changes between posttest and follow-up, which is a critical outcome. Please discuss in the Discussion section why the effect remained stable and did not improve further.

In the Conclusion, the claim that "TF-CBT is very short-term, simple, impactful, efficient, and cost-effective" needs justification. Please provide evidence from cost-effectiveness studies or comparative treatment duration analysis.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

In the Introduction, there is redundancy in citing Rani et al., 2017 twice with the same finding about emotional independence. Consider integrating both mentions into one coherent sentence.

In the Introduction, the sentence "Emotional independence is described as a process by which individuals detach from parental dependency..." could be enhanced by connecting it to Bowlby's attachment theory or separation-individuation theory by Blos for a more robust conceptual foundation.

In the Sampling Method, the manuscript mentions "non-random purposive sampling" followed by "randomly assigned." These terms are contradictory. Please explain how randomization was applied following purposive sampling.

In the Interventions section, the TF-CBT description in Session 4-6 lacks detail on how exposure was conducted ethically and with psychological safety. Please include the specific method of gradual exposure and its ethical safeguards.

In the ACT protocol, the Session 4: Cognitive Defusion paragraph lacks specific exercises used. Including examples such as "leaves on a stream" or "thank your mind" techniques would increase clinical transparency and reproducibility.

In the Measures section, the emotional independence questionnaire is described as having a reversed scoring system for some items. Please clarify how this reversal was handled in the statistical analysis to avoid response bias.

In Table 1, it would strengthen the results if 95% confidence intervals were reported alongside means and standard deviations to allow readers to assess variability and significance more accurately.

In Table 4, the post-hoc Tukey results reveal significant differences between ACT and TF-CBT, but no confidence intervals are presented. Please consider adding CIs for a more comprehensive understanding of these comparisons.

In the Discussion, the statement "TF-CBT helps adolescents improve their conversational skills..." is vague. Provide empirical support or examples from the intervention protocol that specifically targeted communication.

In the Discussion, the paragraph discussing ACT includes broad claims such as "ACT helps adolescents become more aware of their emotions..." without citation. Each mechanism of action should be supported by specific references to empirical studies or meta-analyses.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.