


Effectiveness of Acceptance and Commitment Therapy (ACT) on Anxiety and Emotion Regulation in Girls

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the introduction, the phrase “Emotion regulation difficulties are frequently observed in individuals experiencing heightened anxiety...” (paragraph 1) should be supported with more specific statistics or prevalence rates among adolescents to strengthen the rationale for the study.

The statement “The present randomized controlled trial (RCT) aims to address this gap...” at the end of the introduction should briefly state the hypotheses or expected outcomes based on previous evidence.

In the “Emotion Regulation” section, the sentence “The DERS has demonstrated strong psychometric properties...” could benefit from reporting specific reliability coefficients (e.g., Cronbach’s alpha) used in this sample or previous Iranian studies.

In the intervention section, the description of sessions (e.g., session two: “creative hopelessness” and “struggle switch”) would benefit from citations from the ACT manual or primary ACT literature to ground these components in theory.

The findings section states that “students with a problem-focused coping style” had anxiety scores listed (under “Findings and Results”)—this appears unrelated to the main sample and intervention. Clarify or remove to avoid confusion.

Table 1 is referenced before the paragraph “The descriptive statistics for anxiety and emotion regulation scores...” but the paragraph appears to duplicate the table. Condense or interpret the table results instead of reiterating raw values.

In the paragraph following Table 3, the sentence “These results provide strong empirical support...” should be tempered to acknowledge the small sample size and potential for overgeneralization.

In the discussion, the statement “The intervention group showed a notable reduction in anxiety...” would benefit from including the exact effect size or confidence intervals to reinforce the statistical significance with clinical relevance.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

In the introduction, the final paragraph states, “Given that sociocultural factors influence emotion regulation strategies and anxiety responses...” but does not specify which cultural dimensions are most relevant in the Iranian context. Clarifying these would contextualize the study better.

The sentence “Several randomized controlled trials (RCTs) have demonstrated the effectiveness of ACT...” (introduction, paragraph 4) lists numerous supporting studies, but a synthesis of their common findings or limitations would strengthen the argument for the current research.

In the “Study Design and Participants” section, the sampling method is described as “purposive,” yet the study is an RCT. This contradiction should be addressed, as random assignment typically follows probability-based sampling.

In the “Measures” section under “Anxiety,” while the BAI is well-described, it is unclear whether the Iranian validation version was used. Please clarify the source and version to ensure cultural relevance.

The intervention’s fidelity is not addressed. It is essential to state whether therapists were trained in ACT and whether a manual or protocol was followed to ensure consistency.

The data analysis section mentions testing assumptions for ANOVA-RM but does not report epsilon adjustments or Greenhouse-Geisser corrections if sphericity was violated. Consider adding these details for statistical rigor.

In the third paragraph of the discussion, the sentence “Psychological flexibility enables individuals...” would benefit from referencing a primary theoretical source such as Hayes et al. to ground the construct scientifically.

The conclusion suggests ACT could be used in “schools and community-based organizations.” Consider briefly addressing logistical feasibility or training requirements for such implementations.

The limitations section mentions self-report bias but does not discuss the lack of an active control group, which limits the ability to distinguish ACT-specific effects from general therapeutic attention effects.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.