





Developing a Dialectical Behavior Therapy-Based Addiction Prevention Package for Adolescents: A Qualitative Study

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E d i t o r	R e v i e w e r s
Gholamreza Rajabi ¹  Professor of Counseling Department, Shahid Chamran University, Ahvaz, Iran rajabireza@scu.ac.ir	Reviewer 1: Mohammad Hassan Ghanifar ¹  Assistant Professor, Department of Psychology, Birjand Branch, Islamic Azad University, Birjand, Iran. Email: ghanifar@iaubir.ac.ir Reviewer 2: Farzaneh Mardani ¹  Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: farzanehmardani@kmanresce.ca

1. Round 1

1.1. Reviewer 1

Reviewer:

Excellent theoretical grounding, but the argument would benefit from an explicit connection between school climate and DBT-based preventive mechanisms. Clarify how the proposed program translates school-level protective factors into DBT skill modules.

The table merges studies on DBT and addiction in one list. It may be clearer to separate DBT-related sources and addiction-related sources under distinct subheadings for transparency of coding origins.

The description of trustworthiness criteria (usefulness, contextual integrity, researcher positioning, etc.) is theoretically sound, but lacks evidence of their application. Provide one concrete example—for instance, how “contextual integrity” was maintained during coding.

The explanation of content analysis steps repeats earlier descriptions from the methods section. Condense this to focus on the analytic outcomes rather than procedures.

Provide visual aids such as hierarchical diagrams or summary matrices linking DBT constructs to addiction factors to help readers conceptualize relationships.

The rationale for session sequencing should be theoretically justified. Explain why mindfulness precedes distress tolerance and how this order aligns with adolescent cognitive development.

Excellent structure, but learning outcomes are described behaviorally without measurable indicators. Add evaluation criteria (e.g., observable competencies, self-report scales) to operationalize expected outcomes.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

This paragraph summarizes multiple studies but reads as a literature catalogue. Synthesize the findings conceptually—e.g., group evidence under “individual,” “family,” and “school” protective domains—to enhance logical flow.

The transition to methods is abrupt. Add a bridging sentence explaining how the literature gap directly led to the methodological decision to design a DBT-based prevention package.

The phrase “theoretical mixed study” is ambiguous. Clarify whether it refers to a qualitative meta-synthesis or documentary analysis combined with expert validation. Defining this hybrid design will help readers situate the study methodologically.

This statement could overgeneralize. Specify the search databases and keywords used to justify the claim of novelty.

The authors claim “strong cultural adaptability” of the package. Include specific examples from expert feedback illustrating how cultural adaptation was achieved (e.g., Persian metaphors, religious or social norms).

Integrate a critical comparison with non-DBT preventive approaches (e.g., CBT-based or life-skills models) to better contextualize the uniqueness of DBT mechanisms.

The discussion uses extensive citation but lacks interpretive commentary on limitations of previous studies. Adding critique of the cited literature (e.g., methodological weaknesses or cultural biases) would enhance analytical depth.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.