

Comparison of the Effectiveness of Emotion Regulation Training and Self-Differentiation Training on Behavioral Problems of Tenth-Grade Female Students in Baghbahadoran

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the paragraph beginning “Adolescence represents a critical developmental period characterized by rapid biological maturation...”, the authors provide a strong conceptual overview; however, the paragraph would benefit from explicitly stating why internalizing and externalizing problems are particularly salient in the Iranian educational context, given that the study population is regionally specific. Adding 1–2 sentences contextualizing local prevalence or educational pressures would strengthen relevance.

The paragraph discussing neurodevelopmental changes cites multiple neuroscience studies; however, the link between neurodevelopmental imbalance and the specific interventions under study remains implicit. The authors should more clearly articulate how these neural mechanisms justify the selection of emotion regulation and self-differentiation as intervention targets.

In the sentence “This differentiation underscores the necessity of intervention models that integrate both cognitive and behavioral emotion regulation strategies...”, the manuscript implies integration, yet later compares two distinct interventions.

The authors should clarify whether the study is grounded in a comparative or integrative intervention logic to avoid conceptual ambiguity.

The adaptation of marital concepts to friendship-based relationships is noted, but the manuscript does not specify how this adaptation was operationalized. Providing a concrete example would enhance transparency and replicability.

The Achenbach Youth Self-Report is widely used, yet the manuscript does not report Cronbach's alpha coefficients for the present sample. Internal consistency indices should be reported for both internalizing and externalizing scales.

The rationale for choosing mixed ANOVA over alternative approaches (e.g., multilevel modeling) is briefly mentioned but not justified statistically. Given repeated observations nested within individuals, the authors should justify why multilevel modeling was not considered.

Table 1 presents means and standard deviations clearly; however, the authors should indicate sample sizes per group at each time point, especially given attrition from 81 to 74 participants.

Authors uploaded the revised manuscript.

1.2. *Reviewer 2*

Reviewer:

While the program is well described, the authors do not specify whether the Persian version of the "Think Cool, Act Cool" program has been culturally adapted or previously validated. This omission raises questions about cultural appropriateness and fidelity.

The paragraph beginning "Differentiation of self refers to an individual's capacity..." is theoretically sound; however, the authors should explicitly acknowledge that Bowen's theory was originally developed for adults and families, and briefly justify its developmental transferability to adolescents.

The stated aim is clear but narrow. Consider adding a secondary exploratory aim, such as examining maintenance of effects or differential sensitivity of internalizing versus externalizing outcomes, to better reflect the richness of the design.

The sampling strategy combines cluster random sampling and convenience sampling. This mixed approach should be more critically acknowledged as a potential source of selection bias, and its implications for internal validity should be discussed.

Although ethical principles are mentioned, the manuscript lacks a formal ethics approval code or reference number. Most journals require explicit documentation of institutional ethics committee approval.

In the paragraph describing the emotion regulation program, session content is well detailed; however, there is no mention of intervention fidelity monitoring (e.g., checklists, supervision, session recording). Please clarify how consistency across sessions was ensured.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.