

The Effectiveness of Dialectical Behavior Therapy on Emotion Dysregulation and Social Cognition in Students With Self-Injurious Behaviors

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1. Round 1

1.1. Reviewer 1

Reviewer:

The paragraph defining emotion dysregulation (“Emotion dysregulation refers to difficulties in understanding, accepting, modulating...”) is conceptually sound, yet it remains largely descriptive. The authors are encouraged to explicitly connect each dimension of emotion dysregulation to self-injurious behavior (e.g., impulse control difficulties or nonacceptance) to better align the theoretical framework with the study’s outcome variables.

In the paragraph starting “In parallel with emotion regulation difficulties, impairments in social cognition represent another critical yet often underexplored factor...”, the manuscript introduces social cognition appropriately. However, the authors should clarify whether social cognition is conceptualized as a cognitive construct, a socio-emotional construct, or a hybrid, as this distinction has implications for both measurement and interpretation of DBT effects.

The interaction between emotion dysregulation and social cognition is discussed theoretically, yet no explicit causal or directional hypothesis is articulated. The authors should clarify whether emotion dysregulation is presumed to precede social cognition deficits, vice versa, or whether the relationship is bidirectional, particularly given the later use of ANCOVA rather than mediation analysis.

Authors uploaded the revised manuscript.

1.2. *Reviewer 2*

Reviewer:

In the paragraph beginning “Dialectical Behavior Therapy (DBT) is a structured, evidence-based psychotherapy...”, the biosocial theory of DBT is mentioned but not sufficiently operationalized. The authors should explicitly explain which DBT mechanisms (e.g., mindfulness, interpersonal effectiveness) are theoretically expected to influence social cognition, not merely emotion regulation.

The final sentence of the introduction (“Accordingly, the aim of the present study was...”) clearly states the purpose but does not articulate testable hypotheses. The authors are encouraged to include explicit directional hypotheses (e.g., DBT will significantly reduce emotion dysregulation compared to control).

In the paragraph describing the quasi-experimental design, the authors mention “randomly assigned using a lottery method”. This statement requires clarification: specifically, how allocation concealment was ensured, and whether randomization occurred before or after baseline assessment.

The statement “The sample consisted of 30 students selected through convenience sampling” raises concerns regarding external validity. The authors should explicitly discuss the implications of convenience sampling for generalizability and explain why probability sampling was not feasible.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.