

The Effectiveness of Cognitive–Behavioral Therapy on Anxiety Sensitivity and Intrusive Obsessive Thoughts in High School Students

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E d i t o r	R e v i e w e r s
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1. Round 1

1.1. Reviewer 1

Reviewer:

The definition of anxiety sensitivity provided in lines L99-L106 relies heavily on Taylor and Cox (1998); consider integrating more recent empirical studies to demonstrate the contemporary relevance of this construct in adolescent populations.

The paragraph discussing intrusive obsessive thoughts (L127-L149) could be strengthened by providing explicit examples of typical thought content in adolescents and differentiating between normative intrusive thoughts and clinically significant obsessive thoughts.

In L166-L168, where stressful or adverse experiences are linked to obsessive cognitive patterns, the authors should specify whether the causal relationship is supported empirically or theoretically, as this distinction impacts interpretation of the results.

The rationale linking anxiety sensitivity and intrusive obsessive thoughts (L169-L182) is theoretically sound, but the manuscript would benefit from including a figure illustrating the proposed cognitive-emotional cycle to enhance reader comprehension.

In L195-L219, the description of CBT could be enhanced by specifying session frequency, duration, and group versus individual delivery, as these details directly influence intervention replicability.

In L346-L372, the intervention protocol is described sequentially; including a schematic timeline or session-by-session table could improve clarity and replicability for future researchers.

The data analysis section (L373-L385) is generally sound; however, the authors should explicitly report handling of missing data and whether intention-to-treat analyses were conducted.

The findings section (L386-L427) reports mean changes and ANOVA results clearly, yet providing effect sizes for pre-post comparisons (e.g., Cohen's d) in addition to η^2 would offer a more interpretable measure of practical significance.

In the discussion (L466-L597), while the results are well-linked to prior research, the manuscript would benefit from a paragraph critically evaluating potential confounding variables, such as school stressors or peer influences, which may have affected the intervention outcomes.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The description of ERP techniques in L220-L235 mentions general procedures; consider providing specific examples of exposure hierarchies or thought experiments used with adolescents to clarify implementation.

The statement in L237-L247 that fewer studies have examined CBT's impact on both anxiety sensitivity and intrusive thoughts among nonclinical adolescents could be supported by a short systematic table or summary of existing literature to clearly highlight the research gap.

In the methods section, the inclusion and exclusion criteria (L294-L308) are comprehensive; however, the authors should clarify how "high levels of anxiety sensitivity" were operationally determined and whether clinical cutoffs or percentile ranks were applied.

The sample size justification (L290-L292) mentions medium effect size and 0.83 power; it would strengthen methodological rigor to report the exact calculation formula and assumptions for transparency.

In L309-L329, the description of the Taylor and Cox Anxiety Sensitivity Questionnaire is thorough; however, it would be helpful to provide item examples or sample items to demonstrate cultural appropriateness and face validity in the Iranian adolescent context.

The description of the Obsessive Thoughts Questionnaire (L330-L345) could be improved by specifying whether the translation and adaptation were validated for Iranian adolescents and citing relevant psychometric studies if available.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.