

Enhancing Emotion Regulation and Critical Thinking in Hearing-Impaired Individuals through Sensory Integration Therapy: A Randomized Controlled Trial


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1. Round 1

1.1. Reviewer 1

Reviewer:

The statement "Hearing impairments significantly affect various aspects of individuals' lives from communication and social interaction to cognitive and emotional development" could benefit from additional citations to support the claim. Consider adding references that specifically address the cognitive and emotional impacts of hearing impairments.

The sentence "Research by Azab and Kamel (2015) found a correlation between anxiety-related emotional disorders and language development in hearing-impaired children" would be stronger if it included specific data or statistics from the cited research to substantiate the claim.

In Table 1, the descriptive statistics for emotion regulation and critical thinking should include 95% confidence intervals for means to provide a clearer understanding of the data distribution and variability.

The description of testing ANOVA assumptions is detailed. However, consider including the results of these tests (e.g., Shapiro-Wilk test, Levene's test) in a supplementary table for greater transparency and reproducibility.

Table 2 presents the ANOVA results but does not include effect sizes. Including effect sizes (e.g., partial eta squared) would help readers understand the magnitude of the intervention's effects.

The discussion of sustained effects over the two-month follow-up is insightful. Consider discussing whether longer-term follow-up is planned or necessary to understand the durability of SIT effects.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

The explanation of Sensory Integration Therapy (SIT) could be enhanced by briefly discussing how SIT differs from other therapies used for individuals with hearing impairments. This would provide clearer context for readers unfamiliar with therapeutic approaches.

The inclusion criteria for participants mention "no concurrent psychological or neurological disorders." It would be beneficial to specify how these criteria were assessed or verified, to ensure the clarity and reproducibility of the study.

The description of the Difficulties in Emotion Regulation Scale (DERS) and Watson-Glaser Critical Thinking Appraisal (WGCTA) is thorough, but including information on the internal consistency (Cronbach's alpha) for these scales within your sample would enhance the methodological rigor.

The intervention protocol describes various sessions. However, the rationale for choosing ten 75-minute sessions over a two-month period could be elaborated. Was this duration based on prior studies, pilot testing, or theoretical considerations?

While the data analysis section mentions the use of repeated measures ANOVA, it does not specify how missing data were handled. Clarifying the approach to missing data (e.g., listwise deletion, imputation) would strengthen the methodological transparency.

The statement "The control group's scores remained relatively stable" would be more informative if you provided the actual mean changes and standard deviations for the control group to quantify the stability.

The explanation of how SIT might improve emotion regulation could be enhanced by discussing potential neurobiological mechanisms or referencing relevant neurophysiological studies.

The discussion on the enhancement of critical thinking could benefit from a more detailed explanation of how SIT activities specifically target cognitive processes. Including examples of activities that foster critical thinking would add depth.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.