

Cognitive Failures and Sense of Coherence as Predictors of Academic Resilience in Children with Speech Impairments

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1. Round 1

1.1. Reviewer 1

Reviewer:

"These children face unique obstacles that can impact their academic performance and overall well-being." Specify what these unique obstacles are to provide clearer context for the reader.

"Akhmetzyanova et al. (2021) highlight that preschool children with speech impairments exhibit distinct structural and functional characteristics in their predictive abilities..." Elaborate on what these structural and functional characteristics are.

"Research has shown that cognitive failures are associated with difficulties in academic adjustment and socioemotional development." Cite specific studies and briefly summarize their findings to support this statement.

"The CFQ contains 25 items that cover three subscales: Memory Lapses, Distractibility, and Blunders." Include a brief discussion on the internal consistency (e.g., Cronbach's alpha) of the CFQ in your sample.

"The SOC-29 consists of 29 items distributed across three subscales: Comprehensibility, Manageability, and Meaningfulness." Discuss any potential cultural considerations in using the SOC-29 with your sample.

"The regression model was statistically significant ($F(2, 373) = 173.27, p < .001$) with an R^2 value of 0.48..." Elaborate on the practical implications of explaining 48% of the variance in academic resilience.

"Cognitive Failures had a significant negative effect on Academic Resilience ($B = -0.45, SE = 0.06, \beta = -0.42, t = -7.50, p < .001$)..." Discuss how these findings align or contrast with previous research on cognitive failures and resilience.

"This study extends these findings to children with speech impairments suggesting that interventions aimed at reducing cognitive failures could enhance their academic resilience." Propose specific types of interventions that could be tested in future research.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

"A total of 376 participants were selected based on the sample size determination table by Morgan and Krejcie (1970)..." Justify why this sample size is appropriate for the study's objectives and statistical power.

"The ARS-30 consists of 30 items divided into three subscales: Perseverance, Reflecting and Adaptive Help-Seeking, and Negative Affect and Emotional Response." Provide reliability and validity statistics for the ARS-30 in this study.

"The significance level was set at $p < 0.05$ for all statistical tests." Specify if any adjustments were made for multiple comparisons (e.g., Bonferroni correction).

Include effect sizes along with p-values in your summary of the descriptive statistics to provide a clearer picture of the practical significance.

"Cognitive Failures showed a significant negative correlation with Academic Resilience ($r = -0.56, p < .001$)..." Discuss the strength and implications of this correlation in more detail.

"The sense of coherence provides children with a framework to understand and manage their experiences thereby enhancing their ability to overcome academic obstacles." Provide examples of how educators can help develop a strong sense of coherence in children.

"For example, Schelble et al. (2010) found that emotion dysregulation impacts academic resilience in maltreated children highlighting the interplay between emotional and cognitive factors." Clarify how the findings of Schelble et al. relate specifically to your study on speech impairments.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.