


Exploring Professional Development Needs for Educators in Special Education

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the "Semi-Structured Interview" subsection, provide examples of the open-ended questions used in the interviews. This will enhance the transparency and reproducibility of the study.

When describing the thematic analysis process, detail the specific software or tools used for coding and analyzing the transcripts. This information is crucial for understanding the methodological approach.

The concept of theoretical saturation is mentioned, but the process to determine saturation is not described. Include a sentence explaining how the researchers decided that no new themes were emerging.

In Table 1, ensure that all subcategories and concepts are clearly defined. Consider providing brief definitions or examples for terms like "positive reinforcement" and "peer support systems" to enhance reader understanding.

Throughout the findings section, directly quote some of the participants to provide richer, more vivid insights into their experiences. For example, integrate quotes in the "Emotional and Social Support" section to illustrate points about emotional regulation.

In the "Future Research" subsection, suggest specific quantitative methods, such as surveys or experimental designs, that could complement the qualitative findings and provide broader validation.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

In the "Study Design and Participants" section, it is mentioned that there were 20 educators, but the "Findings and Results" section states there were 17 participants. Please clarify the discrepancy in participant numbers.

The inclusion criteria for participants should explicitly state why a minimum of three years of experience was chosen as a threshold. Include a rationale for this criterion to strengthen the methodological rigor.

The discussion of findings should more explicitly connect to the literature reviewed in the introduction. For instance, when discussing "individualized instruction," reference specific studies cited earlier, such as Beck and DeSutter (2019).

Expand the "limitations" section to include potential biases introduced by the semi-structured interview method, such as interviewer bias or the influence of participants' prior experiences on their responses.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.