



Exploring the Identity Development of Teenagers with Learning Disabilities

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1. Round 1

1.1. Reviewer 1

Reviewer:

"According to Shifrer (2016), stigma and educational stratification significantly limit the academic progression of adolescents with LD..." Expand on how stigma and educational stratification manifest in practical terms within the educational system.

"Martín-Ruiz (2023) highlights that students with specific learning disabilities often struggle with emotional adjustment..." Provide examples of the types of emotional adjustments these students may face and how these challenges specifically impact their daily lives.

Describe Coding Process - "Generating Initial Codes: Significant statements and phrases were identified and coded systematically across the entire dataset." Describe the criteria for identifying significant statements and phrases and how coding was systematically applied.

Expand on Credibility Measures - "To enhance the credibility of the findings, member checking was conducted by sharing preliminary themes with a subset of participants..." Provide details on the feedback received during member checking and any changes made to the analysis as a result.

"Participants frequently reported significant academic challenges..." Offer specific examples of these academic challenges and how they varied among participants to provide a clearer picture.

Detail Emotional Responses - "The emotional responses to their learning disabilities vary with many experiencing frustration and anxiety while some find relief from the support they receive." Differentiate between types of support received and their varying impacts on emotional responses.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

"Firth, Greaves, and Frydenberg (2009) conducted a comparative study on the coping styles of adolescents with and without LD..." Discuss the specific coping strategies that are less effective and why they might be prevalent among adolescents with LD.

"A purposive sampling method was used to select participants..." Explain how participants were selected and the criteria for inclusion beyond age and diagnosis to ensure a comprehensive understanding of the sampling process.

"The sample size was determined by theoretical saturation where data collection continued until no new themes emerged." Provide more detail on how saturation was determined and any steps taken to ensure this point was reached.

Enhance Interview Description - "Interviews were conducted individually in a quiet, private setting at the participants' schools or homes depending on their preference." Explain why the flexibility in location was important and how it may have impacted the data collected.

Expand on Family Dynamics - "Family dynamics play a significant role with parental support being a common theme while sibling understanding varies..." Include more specific examples of how family dynamics influence the identity development and coping strategies of these teenagers.

Discuss Coping Mechanisms - "To manage these conflicts, they use coping mechanisms such as humor, avoidance, and seeking reassurance." Provide more detailed examples of these coping mechanisms in practice and their effectiveness.

Link Findings to Existing Literature - "Our findings support the work of Bender, Rosenkrans, and Crane (1999) who highlighted the prevalence of stress and emotional distress among students with LD." Explain how your findings specifically align or differ from this previous research.

Address Limitations Explicitly - "First, the sample size of 19 participants, while sufficient for a qualitative study, limits the generalizability of the findings." Discuss any additional limitations such as potential biases in participant selection or data collection methods.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.