


## Brain Imaging Studies in Children with Learning Disabilities

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### R e v i e w e r s

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

In the abstract and conclusion, the term "early biomarkers" is used. Define what constitutes an early biomarker in the context of learning disabilities, and provide examples from the studies reviewed.

The implications for clinical and educational practices are mentioned but not elaborated upon. Provide specific examples of how neuroimaging findings have been translated into practical interventions or changes in educational strategies.

The discussion on comorbidities (e.g., ADHD, autism spectrum disorders) is brief. Expand this section to explore how neuroimaging differentiates between these conditions and learning disabilities.

The discussion of neural correlates in conditions like developmental dyscalculia is informative. However, include more detail about the specific neural mechanisms involved (e.g., how impaired parietal magnitude processing affects mathematical abilities).

Authors revised the manuscript and uploaded the document.

## 1.2. Reviewer 2

Reviewer:

The paper mentions several studies (e.g., Aghaziarati et al. 2023; Bulut et al. 2024). Integrate these findings into a coherent narrative that shows the progression and connection between different pieces of research.

The manuscript acknowledges the limitation of most studies being conducted in Western populations. Suggest specific ways future research can address this gap, such as by including diverse cultural and linguistic groups in neuroimaging studies.

The paper mentions the need for standardized imaging protocols. Discuss current efforts or challenges in standardizing these protocols and propose potential solutions or future directions.

Emphasize the importance of longitudinal studies by providing examples of how such studies have contributed to understanding the development of learning disabilities over time.

Authors revised the manuscript and uploaded the document.

## 2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.