

Identifying Key Components of Identity Development in Adolescents with Sensory Impairments


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1. Round 1

1.1. Reviewer 1

Reviewer:

In the sentence, "Identity formation is a dynamic construct that integrates self-perception, social relationships, and cultural belonging," the term "dynamic construct" could be more precisely defined. Are you referring to Eriksonian identity theory, or another framework?

The findings section states that 16 participants had visual impairments and 15 had auditory impairments. Were there any participants with both impairments (deafblindness)? If so, how were their experiences different?

In the section "Personal identity formation," the quote, "At first, I felt different in a way that made me uncomfortable, but over time, I realized that my impairment does not define my worth," is insightful. However, it would be useful to analyze whether this shift in self-perception was influenced by external support systems or personal coping mechanisms.

While "social stigma" is identified as a theme, there is little discussion on how it manifests in daily life. Do participants internalize stigma, or do they resist it? Including direct participant quotes would help illustrate this.

The section on coping strategies discusses assistive technologies but does not distinguish between different types (e.g., screen readers vs. hearing aids). Could you provide more granularity in the discussion?

The statement, "Seeing someone like me in a movie makes me feel like I am not invisible," highlights the importance of representation. Have participants mentioned any specific films or media portrayals that were particularly influential?

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

The introduction references several studies, but it would strengthen the argument to explicitly state how this study extends or challenges existing literature, particularly in relation to Rivas-Drake et al. (2021) and Patterson et al. (2021).

The study states that it follows a "phenomenological approach" (Methods and Materials). However, there is no mention of the specific phenomenological methodology used (e.g., Husserlian, Heideggerian). Providing this information would clarify the epistemological stance.

The discussion on "peer relationships" could benefit from a reference to social identity theory (Tajfel & Turner). Are the adolescents actively constructing an "in-group" identity through their interactions?

The study states that "some participants described their parents as overprotective." Could you provide more detail on whether this overprotection was linked to cultural attitudes towards disability?

The study does not explore how gender, socioeconomic status, or ethnicity intersect with disability and identity development. Were there any notable differences in identity formation across demographic groups?

The study acknowledges limitations related to self-reported data but does not discuss potential biases in participant selection (e.g., only those comfortable with online interviews may have participated). A brief discussion of this limitation would strengthen transparency.

The discussion section cites several studies, but it would be helpful to explicitly state whether the findings confirm or challenge prior research, particularly in relation to social belonging and coping mechanisms.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.