




Impact of Sensory Processing Sensitivity on Emotional Dysregulation in Gifted Students: The Mediating Role of Anxiety Sensitivity

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E d i t o r	R e v i e w e r s
Christian Wiesner  Professor at University College of Teacher Education in Lower Austria christian.wiesner@ph-noe.ac.at	Reviewer 1: Fahime Bahonar  Department of counseling, Universty of Isfahan, Isfahan, Iran. Email: Fahime.bahonar@edu.ui.ac.ir Reviewer 2: Meysam Sadeghi  Assistant Professor of Department of Cognitive Psychology, Higher Education Institute of Cognitive Sciences, Tehran, Iran. Email: m.sadeghi@icss.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

It would be beneficial to cite empirical data or prevalence rates here to quantify how common emotional maladjustment is among gifted students.

Consider using a figure or conceptual diagram here to visually illustrate this feedback loop between anxiety sensitivity and emotional dysregulation.

Please clarify whether the current study specifically addresses this gap in Nigeria and how the sample reflects non-Western gifted identification criteria.

Please detail the strata used (e.g., age, gender, urban/peri-urban location) and how proportional representation was maintained.

It would strengthen this section to report the reliability coefficients (Cronbach's alpha) from the current sample alongside the cited values.

Clarify whether the subscale structure was tested or confirmed (e.g., through CFA) in this specific population before proceeding to SEM.

Please indicate if any items were removed or adapted for the Nigerian student context, or if back-translation procedures were followed.

It would add rigor to mention whether multivariate normality was also assessed, given the use of SEM.

Please explain how these international findings apply to the Nigerian context—do similar teacher training gaps exist in Nigeria?

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

This sentence could be strengthened by citing specific studies or examples where high SPS in gifted populations led to adverse academic or social outcomes.

Consider elaborating on how such misdiagnoses affect students' educational trajectories or access to psychological services.

This statement could benefit from referencing neurobiological or cognitive research that supports deeper processing in highly sensitive individuals.

Consider presenting a histogram or distribution curve to visually illustrate these levels of variability across participants.

Please comment on the possibility of multicollinearity given this high correlation and how it was accounted for in SEM.

Although the model fit is acceptable, consider discussing whether alternative models (e.g., a fully mediated model) were tested and compared via AIC/BIC.

This large total effect might raise questions about the model's parsimony; please justify why anxiety sensitivity is treated as a partial rather than full mediator.

Strengthen this interpretation by referencing other SEM studies that have examined similar pathways (e.g., SPS → anxiety sensitivity → emotion regulation).

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.