

## Comparison of the Effectiveness of Child-Centered Mindfulness Training and Art (Drawing) Therapy on Behavioral Problems and Cognitive Assessment in Children with Hearing Loss in the City of Bukan

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### 1. Round 1

#### 1.1. Reviewer 1

Reviewer:

In the paragraph beginning “Behavioral problems in children with hearing loss frequently manifest...”, the manuscript asserts a close link between behavioral problems and cognitive appraisals. Consider strengthening this claim by briefly clarifying theoretical pathways (e.g., cognitive-behavioral or self-regulation models) rather than relying solely on correlational descriptions.

In the “Study Design and Participants” section, the follow-up period is described as three months in one instance and two months in another. Please reconcile this inconsistency to ensure methodological transparency.

The sentence “participants were selected as the study sample and then randomly assigned” lacks detail. Please specify the randomization method used (e.g., simple randomization, block randomization) and whether allocation concealment was implemented.

Authors revised the manuscript and uploaded the document.

### 1.2. *Reviewer 2*

Reviewer:

The definition of mindfulness provided in “Mindfulness is commonly defined as purposeful, nonjudgmental attention...” is appropriate; however, the manuscript would benefit from distinguishing trait mindfulness versus intervention-induced mindfulness, particularly since children are the target population.

While the manuscript states that comparative studies are limited, the paragraph beginning “Despite the growing body of research...” would be strengthened by explicitly identifying what is unknown (e.g., relative efficacy, mechanism specificity, or sustainability of effects) rather than generally noting scarcity.

The mindfulness intervention consisted of 60-minute sessions, whereas art therapy sessions lasted 45 minutes. Please justify this discrepancy or discuss how unequal session duration may have influenced outcome comparability.

The Children’s Cognitive Assessment Questionnaire is described as assessing test anxiety-related cognitions. Please clarify how this construct aligns conceptually with the broader term “cognitive assessment”, which may otherwise be interpreted as cognitive performance or ability.

While reliability indices are reported for the RBPC and CCAQ, there is no discussion of cultural adaptation or validation for Iranian children with hearing impairment. Please address whether linguistic or contextual modifications were made.

Authors revised the manuscript and uploaded the document.

## 2. Revised

Editor’s decision: Accepted.

Editor in Chief’s decision: Accepted.