

# Examining the Impact of Fine Motor Skills on Emotional Processing and Selective Attention in Elementary School Students

Mehdi. Ghezelseflo<sup>\*1</sup>, Isa. Gharravy<sup>2</sup>, Azar Ghaffari-Touran<sup>3</sup>, Ahmad Ghezelseflo<sup>4</sup>

<sup>1</sup> Assistant Professor, Department of Psychology, Gonbad Kavos University, Gonbad Kavos, Iran


<sup>2</sup> M.A, Department of psychology, non-profit Shams Institute, Gonbadkavos, Iran

<sup>3</sup> M.A, Department of Psychology, Shahid Bahonar University, Kerman, Iran

<sup>4</sup> M.A, Department of Consulting, Shams Non-Profit Institute, Gonbadkavos, Iran

\* Corresponding author email address: ghezelseflo@gonbad.ac.ir

### Editor

Abolfazl Karami  
Associate Professor Emeritus,  
Department of Psychology, Allameh  
Tabatabai University, Tehran, Iran  
AbolfazlKarami@uat.ac.ir

### Reviewers

**Reviewer 1:** Maryam Saadat  
Lifeworks Holistic Counselling Centre, Dubai, UAE.  
Email: maryamsaadat@lifeworks.ae  
**Reviewer 2:** Fereydon Eslami  
Department of Psychology and Counseling, KMAN Research Institute, Richmond  
Hill, Ontario, Canada. Email: fereydoneaslami@kmanresce.ca

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The sample size of 30 students, while suitable for initial exploration, limits the generalizability of the findings. Future studies should aim for larger, more diverse samples to enhance external validity.

The description of the fine motor skills training program is helpful, yet more specificity regarding the exercises and their direct relevance to emotional processing and selective attention improvements would be valuable.

Utilization of the Emotional Processing Scale and Stroop Color and Word Test is appropriate. However, discussing their validity and reliability specifically within this population could strengthen the study's credibility.

While covariance analysis is a suitable choice, a more comprehensive explanation of the statistical tests, including effect sizes and confidence intervals, would provide a clearer understanding of the intervention's impact.

Expanding on how these findings fit within existing theories of learning disabilities, fine motor skills development, and their impact on cognitive processes would enrich the study's contribution to the field.

Response: Revised and uploaded the manuscript.

*1.2. Reviewer 2*

Reviewer:

- Provide a more detailed description of the intervention program.
- Discuss the specificity and sensitivity of measurement tools for this population.
- Offer a deeper statistical analysis and interpretation of results.
- Explore theoretical implications more thoroughly.
- Elaborate on limitations and suggest concrete directions for future research.

Response: Revised and uploaded the manuscript.

**2. Revised**

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.