




Enhancing Selective Attention in Children with Learning Disorders: Efficacy of Executive Functions Training

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1. Round 1

1.1. Reviewer 1

Reviewer:

The relatively small sample size may limit the generalizability of the findings. Future research could benefit from a larger, more diverse participant pool to enhance the external validity of the results.

The study lacks long-term follow-up assessments beyond two months. Including longer follow-up periods could provide valuable insights into the durability of the intervention's benefits.

The study could further explore how executive functions training can be integrated into standard educational practices and curricula for children with SLD, providing a more holistic approach to addressing learning disorders.

Response: Revised and uploaded the manuscript.

1.2. *Reviewer 2*

Reviewer:

The absence of a placebo or active control group limits the ability to attribute improvements solely to the executive function training, as participants' expectations could influence outcomes.

While the study provides detailed statistical results, including effect sizes, a more thorough discussion on the interpretation of these effect sizes in a practical context would enhance understanding of the intervention's impact.

Response: Revised and uploaded the manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.