

Predicting Behavioral Problems in Students with Intellectual Disability Based on Maternal Acceptance and Resilience: The Mediating Role of Aggression

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| E d i t o r | R e v i e w e r s |
|---|---|
| Mohsen Golparvar  Professor, Department of Psychology, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran mgolparvar@khuif.ac.ir | Reviewer 1: Ali Khodaei  Department of Psychology, Faculty of Educational Sciences and Psychology, Payam Noor University, Tehran, Iran. Email: alikhodaei@pnu.ac.ir Reviewer 2: Mohsen Kachooei  Assistant Professor of Health Psychology, Department of Psychology, Humanities Faculty, University of Science and Culture, Tehran, Iran. kachooei.m@usc.ac.ir |

1. Round 1

1.1. Reviewer 1

Reviewer:

In the introduction, the definition of intellectual disability includes "below-average intellectual ability (IQ below 70–75)" and "deficits in at least two adaptive skill domains." However, in current diagnostic criteria (DSM-5-TR, 2022), emphasis is placed more on adaptive functioning than IQ scores alone. Consider updating the definition to align with contemporary classifications.

The statement "few studies have simultaneously examined the research variables in an integrated manner" is too general. In Table 1, the mean for aggression is 2.57 (SD = 0.68), which appears relatively high compared to other variables. Provide an interpretation in the text: Is this consistent with previous research on aggression in children with intellectual disabilities?

Table 2 shows that aggression is negatively correlated with acceptance (-0.60) but positively correlated with conduct problems (0.63). Discuss the practical implications of these correlations in the text. Are these results consistent with previous literature?

The study uses structural equation modeling (SEM) but does not report key model fit indices (e.g., RMSEA, CFI, TLI, SRMR). Without these, it is unclear how well the proposed model fits the data. Provide these indices and discuss their implications.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

Provide a clearer review of existing studies to justify the research gap. What aspects of the mediation model (maternal acceptance, resilience, and aggression) remain unexplored?

The study utilizes standardized psychological scales (e.g., Connor-Davidson Resilience Scale, Conners' Parent Rating Scale). Have these scales been validated for use in students with intellectual disabilities, particularly within an Iranian population? If so, cite relevant studies. If not, explain how validity concerns were addressed.

Some predictor variables (e.g., resilience and acceptance, $r = 0.32$) are moderately correlated. Were multicollinearity tests (e.g., VIF) conducted to ensure that predictor variables do not overlap excessively? If not, include a discussion of potential collinearity issues.

In Table 5, resilience, acceptance, and aggression all appear to have significant direct effects on behavioral problems. However, the indirect effects via aggression are not clearly discussed in the text. Explain how much variance in behavioral problems is accounted for by direct vs. indirect pathways.

The discussion references multiple studies but lacks a clear theoretical framework. How do the findings align with established psychological models (e.g., Bronfenbrenner's Ecological Systems Theory, Attachment Theory)? Explicitly connecting findings to a theoretical perspective would enhance conceptual depth.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.