

Impact of Mindfulness-Based Group Interventions on Attention Regulation and Emotional Maturity in Adolescents


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1. Round 1

1.1. Reviewer 1

Reviewer:

The sentence “Research increasingly supports the application of mindfulness-based programs to improve self-regulatory functions...” could be strengthened by defining “self-regulatory functions” in more operational terms (e.g., inhibition, emotional control, sustained attention).

The sentence “Statistical significance was set at $p < .05$ for all analyses.” is accurate but could be improved by indicating whether corrections for multiple comparisons were applied or justified through Bonferroni post-hoc testing.

The statement “...which slightly decreased but remained high at follow-up...” would benefit from quantifying the decrease to demonstrate the magnitude of change maintenance.

The table heading “Repeated Measures ANOVA for Attention Regulation and Emotional Maturity” is clear, but the inclusion of means and standard deviations alongside F-values would help readers visually grasp outcome trends across time.

You write, “...suggesting that the techniques introduced were both practical and integrated into their behavioral repertoire.” It would strengthen the discussion to briefly describe whether any behavioral data (e.g., teacher/parent reports) were collected to corroborate this.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

The phrase “indicating consistent benefits in emotional regulation” is too broad. Consider specifying the types of emotional regulation (e.g., reduction in emotional lability, improved coping strategies).

The sentence “Such attentional benefits are particularly salient during adolescence...” would be stronger with a brief explanation of neurodevelopmental changes during adolescence that make this population especially responsive to attention-based interventions.

You note that higher EMS scores indicate “lower levels of emotional maturity” which could confuse readers unfamiliar with this scoring system. Consider emphasizing this inverse scoring early and clearly.

The sentence “These effects persisted at follow-up...” could be enhanced by discussing the clinical or educational significance of the follow-up results—e.g., how long-lasting improvements might inform intervention scheduling in schools.

The phrase “emotional maturity is a trainable competency” is compelling. Consider supporting this claim with a developmental psychology reference or elaborating on the mechanisms of emotional learning in adolescence.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.