




# Effectiveness of Wise Parenting Training on Mothers' Parenting Stress and Adolescents' Resilience

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E d i t o r	R e v i e w e r s
Salahadin Lotfi <sup>1</sup>  PhD in Cognitive Psychology & Neuroscience, UWM & Rogers Behavioral Health Verified, Lecturer at University of Wisconsin slotfi@uwm.edu	<b>Reviewer 1:</b> Mohammadreza Zarbakhsh Bahri  Associate Professor, Department of Psychology, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran. Email: M.Zarbakhsh@Toniau.ac.ir <b>Reviewer 2:</b> Parvaneh Mohammadkhani <sup>1</sup>  Professor, Department of Clinical Psychology, University of Rehabilitation Sciences and Social Health, Tehran, Iran. Email: Pa.mohammadkhani@uswr.ac.ir

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

In the Introduction, paragraph beginning “One emerging framework for enhancing parenting skills—particularly during adolescence—is wise parenting...”, the conceptualization of “wise parenting” remains descriptive but lacks explicit theoretical grounding (e.g., philosophical, cognitive, or developmental origins). Add citations or elaborate the theoretical roots to strengthen conceptual clarity.

In paragraph “The quantitative section of the statistical population consisted of all mothers...”, no information is provided about recruitment advertisements, socioeconomic background, or specific characteristics of the schools where participants were sampled. These omissions limit replication and transparency.

The exclusion criterion “Presence of cognitive or personality disorders” is vague. How were such disorders identified? Clinical interview? Self-report? Teacher report? Clarify the assessment method used for exclusion.

In the Intervention section, while session content is summarized, no details are given regarding intervention fidelity (e.g., facilitator expertise, adherence checklists, session recordings). Include procedures used to ensure consistent delivery.

Response: Revised and uploaded the manuscript.

## 1.2. Reviewer 2

Reviewer:

In paragraph starting “Given the multidimensional nature of family dynamics...”, the transition from ACT literature to wise parenting is abrupt. Provide a clearer connective argument explaining why ACT is reviewed in-depth when the intervention used is not ACT-based.

The paragraph beginning “Extending the application of ACT to families navigating adolescence...” repeats similar claims already made in earlier paragraphs about ACT reducing parenting stress. Condense repetitive content or integrate it cohesively.

The first sentence of the Methods section reads: “The purpose of this study was to examine the effectiveness of Acceptance and Commitment Training (ACT) on mothers’ parenting orientation...”

In the PSI description, the authors report: “In the present study, internal consistency was reassessed and found to be .80.”

However, no confidence interval, subscale reliability, or justification for considering .80 acceptable is provided. Expand reliability reporting.

The CD-RISC section states: “the reliability and validity of the subscales remain uncertain. Thus, only the total resilience score is currently considered valid.”

Response: Revised and uploaded the manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.