




# Effectiveness of Mindfulness-Based Strengths Practice Training on Life Satisfaction and Perceived Stress in Gifted Students




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E d i t o r	R e v i e w e r s
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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

In the sentence, "Giftedness refers to exceptional intelligence, creativity, and high motivation..." (paragraph 2), clarify whether this definition aligns with a specific psychological framework or if it is generalized.

Although reliability statistics for the SWLS and PSS are provided, their cultural adaptation for Iranian gifted students should be discussed further. Include details on linguistic validation.

The session on "values and virtues" could benefit from additional explanation about how these concepts were operationalized and measured during training.

The statement, "The results of the Shapiro-Wilk test..." describes normality, but additional assumptions for mixed repeated measures ANOVA (e.g., sphericity or multicollinearity) should be elaborated for transparency.

While the results highlight significance ( $p < 0.001$ ), effect sizes for all tests should be explicitly presented to convey the magnitude of change.

Table 1 describes changes in mean scores but lacks direct references in the text to highlight critical changes (e.g., pre-test to post-test life satisfaction in the intervention group).

While the discussion mentions mindfulness as a mechanism, further elaboration is needed on how "viewing thoughts and feelings as transient events" specifically reduces stress in gifted students.

Authors revised and uploaded the document.

## 1.2. Reviewer 2

Reviewer:

The statement, "Gifted students often face unique challenges, such as feelings of inadequacy, perfectionism..." lacks specific citations to support these claims. Consider referencing studies like Bergold (2015) and others mentioned later.

In the paragraph starting with "Despite their exceptional abilities...", the research gap is mentioned but could be expanded. Specify how this study addresses gaps in interventions for life satisfaction and stress management.

Provide more details about the control group's activities during the intervention period. Was there an active placebo or no engagement at all?

The intervention section lacks depth in describing how the eight sessions were adapted to the cultural and educational context of Iranian students.

The lack of improvement between post-test and follow-up stages is noted in Table 3. Discuss potential reasons or implications for this stabilization of outcomes.

In the sentence, "This study demonstrated that mindfulness-based strengths practice training significantly affects life satisfaction..." (paragraph 1), provide a critical comparison with the findings of Narimani et al. (2019) and others mentioned.

Authors revised and uploaded the document.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.