





Comparing the Effectiveness of Emotional Disclosure with Drawing and Floortime Play Therapy (Family-Based) on Social Performance and Executive Functions in Children with Anxiety Symptoms




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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:

The explanation of anxiety disorders could benefit from specific examples of interventions that have been less effective for children. For instance, mention alternative therapies and their limitations to set the stage for the study's focus.

The rationale for integrating art therapy and play therapy is compelling. However, the theoretical basis for combining these specific methods needs further elaboration. Cite relevant theoretical frameworks, such as Vygotsky's developmental theories or affective neuroscience.

It would be helpful to describe how the subscales align with the specific social performance outcomes being assessed in this study.

The scale's suitability for detecting changes in executive functioning over a short intervention period needs justification. Was this addressed during the study design?

The text mentions ANCOVA, but assumptions for this analysis (e.g., homogeneity of regression slopes, normality) are only briefly addressed. Include tests or graphs (e.g., residual plots) to confirm these assumptions were met.

Clarify whether these comparisons were two-tailed or one-tailed and the implications of this choice on interpreting the results.

The claim that Floortime therapy strengthens family relationships is convincing but under-referenced. Add empirical evidence to support this claim, ideally from longitudinal studies.

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

The connection between anxiety and executive functions is briefly touched upon. Expand on how impaired executive functions specifically manifest in children with anxiety (e.g., attention deficits, emotional regulation challenges).

The activities described could benefit from more alignment with the study's outcome measures. Specify how these activities target improvements in social performance and executive functions.

Discuss whether cultural adaptations or validations were conducted for using SCAS-P in an Iranian context, given that cultural differences might influence parental reporting of anxiety symptoms.

While the descriptive indices are informative, providing effect sizes alongside means and standard deviations could enhance the presentation of data.

The lack of prior studies comparing the two interventions is noted. However, provide more critical reflection on how this limits the study's findings or suggests avenues for replication.

The explanation of emotional disclosure's impact on executive functions is insightful but could benefit from neuroscientific evidence linking art-based therapies to neural plasticity in children.

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.